



# Procedural Manual

A “How-To” Guide  
For Communities Dedicated to  
Reducing  
Teen Drinking and Driving

*Every 15 Minutes* has been created through a partnership with:

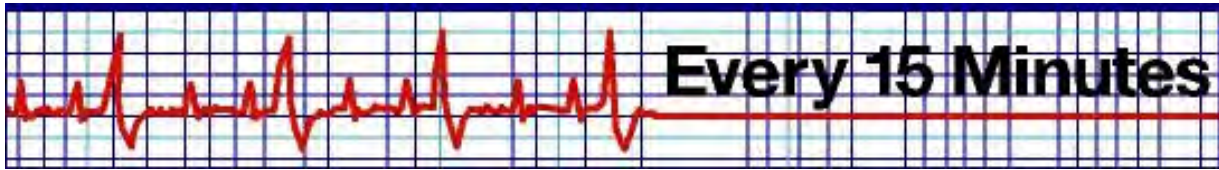
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Law enforcement  
Education  
Firefighters  
Community Hospitals

Emergency Medical Responders  
Chaplains  
Counselors

The Judiciary  
Community Groups  
Local Businesses  
Volunteers





# Procedural Manual

A “How-To” Guide  
For Communities Dedicated to Reducing  
Teen Drinking and Driving

5th Edition  
October 2005

*Developed by*

State of California  
California Highway Patrol  
M. L. Brown, Commissioner

*In cooperation with the*

California Business, Transportation and Housing Agency;  
the California Office of Traffic Safety; the California Department of Alcoholic Beverage Control;  
the U. S. Department of Transportation; National Highway Traffic Safety Administration  
and the Federal Highway Administration

## **Publishing Information**

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The *Every 15 Minutes* Procedural Manual was developed by the California Department of Alcoholic Beverage Control, through a contract with the Publications Division of the California Department of Education.

The *Every 15 Minutes* Procedural Manual was published through a grant from the California Office of Traffic Safety. It may be reproduced in part or in its entirety when proper credit is given in accordance with accepted publishing standards.

In October 2000, the California Office of Traffic Safety awarded the grant to the California Highway Patrol. The *Every 15 Minutes* Procedural Manual was revised to reflect the change in responsibility.



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## Acknowledgments

The *Every 15 Minutes* program was developed to prevent teen drinking and driving. The statewide program was operated by the California Department of Alcoholic Beverage Control (ABC) until October 2000 when the Office of Traffic Safety (OTS) awarded the grant and program responsibilities to the California Highway Patrol (CHP).

The Department is indebted to the Chico Police Department, specifically Chief Jim Massie, former Chief Michael Dunbaugh and Police Officer Melody Davidson, for their development of this proactive teen-oriented DUI prevention model.

The Department also acknowledges Santa Cruz Police Department, Georgetown Fire Department, Garden Valley Fire Department, and ABC for their assistance in the implementation of the original program materials.



## Section I

# Introduction to the *Every 15 Minutes* Program

**Section I**

**Introduction**

The Problem **I-1**

What Works **I-1**

How to Use This Manual **I-2**

Role of the California Highway Patrol **I-4**

Summary of the Program **I-4**

Crash vs. Accident **I-8**

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## The Problem

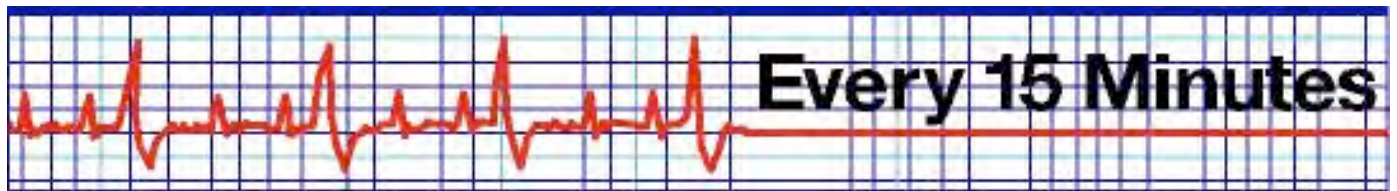


## What Works

- Alcohol related traffic collisions are a major social, health, and economic problem. California reported 1,233 persons killed and 30,971 injured in alcohol-related vehicle collisions in 2000.<sup>1</sup> Teen drivers are responsible for a highly disproportionate number of these collisions, injuries, and deaths.
- These statistics fuel the need for proactive measures by every community.
- In order to achieve our goal of reducing the number of teens involved in fatal crashes or injured in alcohol-related incidents, each community needs to work together in well coordinated partnerships.
- According to the California Department of Education, whether a student is inclined to smoke, drink, or use drugs is largely determined by the groups or systems that influence his or her daily environment - family, school friends, and community.<sup>2</sup> It is not schools alone that will finally make a difference, but schools, families, peer groups, and the community, working in a long term partnership.
- When an organization operates its prevention activities in a vacuum, the result is duplication of effort, an inefficient use of resources, and a lack of consistent coordination.
- Our only hope of preventing alcohol and drug use and related problems among our youth is for all groups to work together in well coordinated partnerships.
- This cooperative endeavor is what is meant by a comprehensive health approach; it is a network composed of schools, agencies, and organizations that will define and implement many preventive strategies.

<sup>1</sup> Department of California Highway Patrol, *Annual Report of Fatal and Injury Vehicle Traffic Collisions*, 2000.

<sup>2</sup> *No Schools Alone*, 1991, California Department of Education.



## How to Use This Manual

This procedural manual has been revised by the CHP from an earlier version provided by ABC to assist you in implementing a successful *Every 15 Minutes* program. The principles presented here may be tailored to suit the needs and resources of each community.

In this procedural manual, you will find many helpful hints. The manual draws on the practical experience of numerous *Every 15 Minutes* programs. Pitfalls to avoid are highlighted and tips that have proven useful are emphasized.

This manual is organized into seven sections:

### **Section I: Introduction**

Explains the focus of the program, why the program was developed and gives an informative summary of the entire program.

### **Section II: Preparation**

Details the various planning stages of the program, including helpful hints for the crash scene. This section provides an in-depth look at the duties typically assigned to participating organizations and agencies and also includes a detailed sample operational plan to help you plan your event.

### **Section III: Forms**

In this section, you will find camera-ready artwork of the *Every 15 Minutes* heartbeat logo along with logos for the CHP and OTS. The *Every 15 Minutes* heartbeat logo was developed by the Chico Police Department in 1996. The CHP received expressed written permission from the Chico Police Department to allow organizations and/or agencies implementing the *Every 15 Minutes* program to use the heartbeat logo. The heartbeat, CHP, and OTS logos (listed in this precedence order) are to be utilized on any/all material (key chains, dog tags, rulers, pencils, balloons, banners, coffee cups, bumper stickers, tee-shirts, sweatshirts, hats, stationary, and exhibits, etc.) used to promote the *Every 15 Minutes* program.



## **How to Use This Manual (continued)**

### **Section III: Forms (continued)**

In addition, this section provides sample letters, a sample obituary, and standard forms. The sample letters and obituary may be used as a guide when preparing for the program. Many of the forms can be taken directly from this manual and duplicated. These documents were created to provide consistency among the various programs and to alleviate the need to recreate each document for each program.

### **Section IV: Student Selection**

Here is where you will find information on the process to select the students to participate and the Student Application Form. This section also includes the forms selected students need to complete.

### **Section V: Parent Information**

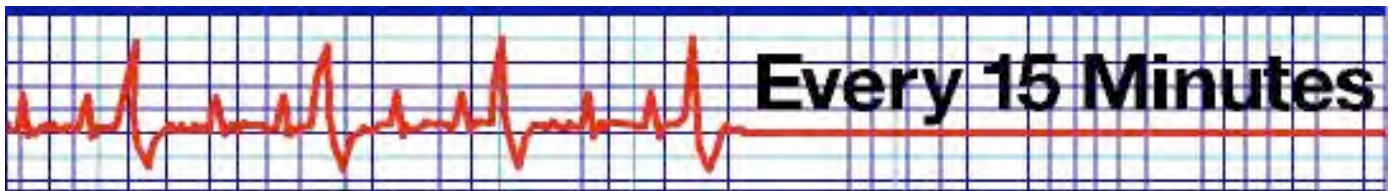
This section begins with a Sample Invitation Letter to the parents. The letter is used to notify the parents their son/daughter has been selected to participate in the program and provides pertinent information concerning the program. Following the letter are the required forms (Permission Slip, Media Release, etc.) which the parent(s) of the participants are required to sign and complete.

### **Section VI: Retreat - When Reality Sets In**

Provides specific information pertinent to a successful retreat, including several helpful hints. In this section is a Student Retreat Reminder detailing what items (sleeping bag, towel, etc.) the participants need to bring for the retreat. In addition, this section provides trust/team building exercises, a visualization exercise, the letterhead for the "good bye" letter writing, and an exercise to close out the retreat. At the end of this section, there is information concerning the Parent Retreat.

### **Section VII: Assembly - Keeping Their Attention**

Here is where you will find helpful hints for keeping everyone's attention during the assembly. We have included miscellaneous poems, a sample program, and samples of various floor plans/diagrams to help plan the assembly.



## Role of the California Highway Patrol



The California Highway Patrol assumed responsibility for the *Every 15 Minutes* Program in California from ABC in October 2000. Prior to that, the CHP participated in numerous *Every 15 Minutes* programs throughout the State of California. Our ultimate goal is to assist you in planning a successful *Every 15 Minutes* program.



When funding is available from OTS, CHP provides mini-grants to agencies and organizations implementing the *Every 15 Minutes* program.

Experienced CHP personnel are available to provide technical assistance in planning and implementing your program. CHP *Every 15 Minutes* project coordinators can help you avoid the most common mistakes and help you overcome some of the most difficult obstacles.

## Summary of the Program

The *Every 15 Minutes* program is a two-day program focusing on high school juniors and seniors, which challenges them to think about drinking, driving, personal safety, the responsibility of making mature decisions, and the impact their decisions have on family, friends, and many others.

This first of its kind prevention and education program was developed by the Chico Police Department in 1995 through an ABC Grant Assistance to Law Enforcement (G.A.L.E.) grant. In 1996, the Chico Police Department was fittingly awarded the Excellence In Community Policing Award by the National League of Cities for its efforts.

The program's name was derived from the fact that in the early 1990's, every fifteen minutes someone in the United States died in an alcohol-related traffic collision. However, with the implementation of new laws, grass roots programs like Mothers Against Drunk Drivers (MADD), Students Against Destructive Decisions (SADD), Friday Night Live (FNL) and programs such as these, the death rate is now every thirty minutes, a figure which continues to be unacceptable.





## Summary of the Program (continued)



The program brings together a broad coalition of interested local agencies with the goal of reducing alcohol-related incidents among youth. The partnering of CHP, local law enforcement, local hospitals, emergency medical responders, schools, businesses, and service clubs validates the importance of working together to ensure a healthy community.

The result of 8-10 months of careful planning is this two-day program called *Every 15 Minutes*. Prior to the actual event, approximately 25 students, representing a cross section of the school, are selected. Waivers are reviewed and signed by students and their parents. We strongly encourage you to require 100% participation by both students and their parents.

### Day One

One student is removed from class every 15 minutes and becomes one of the "living dead." A uniformed officer and a counselor enter the classroom and read each student's obituary to those remaining in the class. The obituary is posted in the classroom for the remainder of the school year. Simultaneously, the parents of each living dead student are given their child's death notification by a uniformed officer and/or chaplain.

Although the death notifications are simulated and everyone knows this, the notifications typically result in overwhelming displays of emotion and concern.

Throughout the day, members of the living dead place their tombstone in a temporary cemetery on the school campus so friends and classmates can mourn their loss.

A simulated drunk driving collision involving pre-selected high school students is staged on or near the school grounds for the benefit of the entire student body. It begins with a pre-recorded 911 call that triggers an emergency response by law enforcement, firefighters, paramedics, and the coroner.

Each agency uses the drill as a training exercise to simulate real life responses.

Paramedics treat one student for minor injuries. A second critically injured student is trapped inside a vehicle and must be rescued by firefighters using the "Jaws of Life." A third student is declared dead and removed by the coroner. The fourth student, designated as the drunk driver, is given a field sobriety test and is arrested for driving under the influence.

After the collision, the drama continues for the students involved in the crash. Officers book the drunk driver into jail. After booking is completed, the drunk driver must call a parent or guardian to explain what he or she has done.

# Every 15 Minutes

## Summary of the Program (continued)



*Dear Mom and Dad,*

*Every 15 Minutes, someone is  
killed or seriously injured in  
an alcohol-related traffic  
incident.*

*Today, I died...and never got  
the chance to say "good-  
bye."*

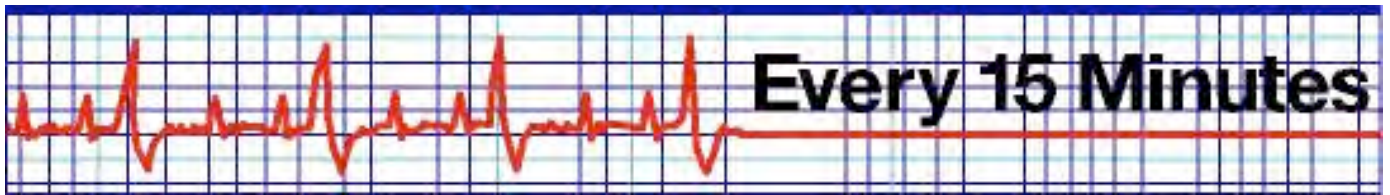


Emergency medical responders transport the critically injured patient to a local trauma center where doctors simulate attempts to save his or her life. Unable to do so, the doctor on duty has the grave task of notifying the student's parents of their child's untimely death.

Organ procurement team members discuss the option of organ donation with the parents of the deceased child. Meanwhile, the student who died on-scene is taken to the morgue, weighed and measured, and placed in a body bag until a family member can identify the body.

At the end of the day, law enforcement chaperones take the living dead to an overnight retreat. Once the students become members of the living dead, there is no contact with family or friends. At the retreat, the students participate in team building activities and learn first hand from people who have been involved in or affected by an incident involving alcohol. The evening ends as the students write letters to their loved ones, expressing the thoughts they would convey if they had not been killed on that particular day.





## Day Two

The living dead students return to school to attend a student body assembly. The living dead students are seated in the front of the auditorium, opposite their parents. Members of the community who were involved in planning the event sit in a semi-circle behind the living dead.

During the assembly, everyone in the auditorium watches a video of the previous day's events. After the video, several of the living dead students read excerpts from the letters they wrote the night before. They share with their friends and classmates what it felt like to die without having the chance to say good-bye.

Other members from the community, like trauma doctors, law enforcement officers, and emergency responders, explain how they are personally affected on a daily basis when someone makes a poor choice involving alcohol.

The assembly concludes with a call to action challenging everyone in the auditorium to make responsible choices when alcohol is involved.

After 24 hours on an "emotional roller coaster," parents and living dead students are reunited. Parents and teens are typically overwhelmed with emotion and gain a new sense of love and commitment to one another to make the right choices.

After the assembly, everyone gathers at a reception hosted by and for the participants. The program helps the students see members of their community in a different light. They are no longer just cops, doctors, paramedics, or firefighters, but also friends, mentors, and human beings who care about the kids in their community.

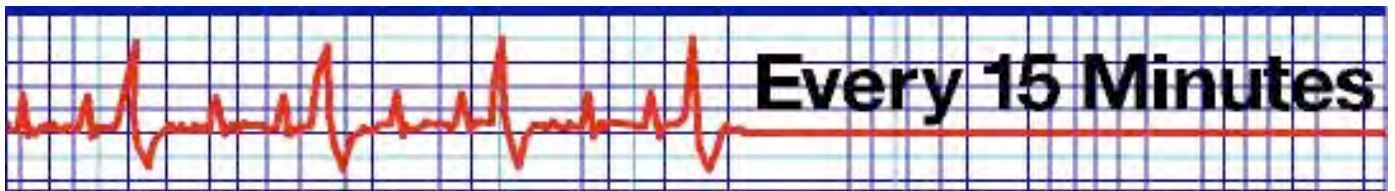


*...I knew when I got into the car that I shouldn't be driving, and I knew at my age, I shouldn't have been drinking. I am dead because I made a stupid decision to get into a car and drive, even though I was drunk...I am sorry for all the pain I have caused you...*

The two-day *Every 15 Minutes* program is very dramatic and emotional—and purposely so. Teenagers are constantly reminded about the choices they have to make involving alcohol and how many others are affected by their decisions. They know the intellectual statistics. However, many teens share the belief it will never happen to them.

This powerful program is designed to create an awareness among students that they are not invincible. This program helps open the emotional doors, and it addresses a problem most teens do not know exists. They experience first hand how their actions affect the lives of so many other people.





## Crash vs. Accident



## The *Every 15 Minutes* Program

One of the primary objectives of the *Every 15 Minutes* program is proactive education. Although the program is directed toward the education of high school students, the *Every 15 Minutes* program creates a ripple effect, inspiring and involving community members and professionals alike.

It is an unfortunate but common practice in our society to refer to alcohol-related crashes as “accidents.” During the *Every 15 Minutes* program, we take the opportunity to remind everyone involved that drinking and driving is not an accident.

It is the policy of the National Highway Traffic Safety Administration to use the term “crash” rather than accident when referring to alcohol-related vehicle crashes because the term “accident” implies that these crashes and injuries are unavoidable, when, in fact, they are predictable and preventable. This is particularly important when referring to alcohol-related traffic crashes since drinking and driving is the conscious (albeit impaired) choice of the driver.

While the *Every 15 Minutes* program targets high school students, it benefits the entire community. The program not only saves lives, it also saves emergency services money that would be spent responding to alcohol-related incidents. We encourage you to invite state, county, and local agencies to participate in your event. During the program, you will solidify and strengthen existing friendships and you will also build friendships you may never have thought possible.





## **Section II**

# **Preparation**

## Section II

# Preparation

### Planning the Program **II-1**

*A time-line to help plan your program*

### Crash Scene **II-4**

### Responsibilities **II-6**

*Duties typically assigned to respective participating agencies, including:*

- Coordinator II-6
- State, County, and Local Law Enforcement II-6
- California Highway Patrol II-7
- School II-7
- Fire Department II-8
- Emergency Medical Responders II-8
- Coroner / Local Mortuary II-9
- Hospital II-9
- Chaplains / Counselors II-9
- Parents II-10
- Community Groups / Other Agencies II-10
- Media Coordinator II-10

### Media Guidelines **II-11**

### Operational Plan **II-14**

*A minute-by-minute schedule of events for the two-day program*



## Planning the Program

As with any successful event, the *Every 15 Minutes* program takes careful planning. Commitment and support from various agencies and community groups is essential.

This timeline will help you plan ahead and anticipate the number of personnel necessary for this project.

The project coordinator will oversee all aspects of the program, including overall planning, meeting coordination, etc.

Assigning one “point” person for each major portion of the program (Command Post, crash, retreat, assembly) alleviates the need for one person to do everything.

### Timeline

**8 - 10 months  
prior to the program**

- Form an *Every 15 Minutes* program committee. Explain the program and secure a commitment from each representative

Invite representatives from:

- |                                |   |
|--------------------------------|---|
| ◆ Local law enforcement        | ◆ City council members and county supervisors |
| ◆ Local fire department        | ◆ Community groups                            |
| ◆ Community hospital           | ◆ Local businesses                            |
| ◆ School district              | ◆ Parent and booster club members             |
| ◆ Student leaders              | ◆ Citizen volunteers                          |
| ◆ Emergency medical responders | ◆ Media                                       |
| ◆ Chaplains/counselors         |   |

- Select a particular school and get a commitment from the principal and superintendent
- Determine dates for the program
- Tentatively schedule **all** future meetings:
  - ◆ Schedule monthly meetings up to 2 months prior to program
  - ◆ Schedule bi-monthly meetings up to 3 weeks prior to program
  - ◆ Schedule weekly meetings for the weeks remaining
  - ◆ Schedule a walk-through dry run of the first day's events one week before the program to clear up any last minute glitches



<b>Planning the Program (continued)</b>	
<b>6 - 8 months prior to the program</b>	<ul style="list-style-type: none"> <li>• Secure retreat accommodations</li> <li>• Form sub-committees               <ul style="list-style-type: none"> <li>◆ Collision scene</li> <li>◆ Retreat</li> <li>◆ Overall logistics/Command Post</li> <li>◆ Assembly</li> <li>◆ Fundraising</li> <li>◆ T-shirts</li> </ul> </li> <li>• Begin soliciting donations               <ul style="list-style-type: none"> <li>◆ Financial</li> <li>◆ Time and service</li> <li>◆ Promotional items</li> </ul> </li> <li>• Meet with school faculty and explain program</li> <li>• Rearrange school/bell schedule to accommodate program</li> <li>• Secure transportation to and from retreat</li> <li>• Secure PA/speaker system</li> <li>• Secure lapel microphones</li> <li>• Secure video/still photograph crews for both days of program</li> </ul>
<b>3 - 6 months prior to the program</b>	<ul style="list-style-type: none"> <li>• Nomination and/or selection of students</li> <li>• Invitations to student participants</li> <li>• Student/parent meeting</li> <li>• Participation forms reviewed, signed, and submitted</li> <li>• Prepare:               <ul style="list-style-type: none"> <li>◆ Obituaries</li> <li>◆ Tombstones</li> </ul> </li> <li>• Prepare rough draft of operational plan</li> <li>• Secure vehicle(s) for crash from local tow company</li> <li>• Secure moulage crew, makeup and Grim Reaper costume</li> <li>• Make arrangements/begin gathering footage of students for assembly video</li> </ul>



<b>Planning the Program (continued)</b>	
<b>1 - 3 months prior to the program</b>	Complete Command Center assignment sheet <ul style="list-style-type: none"> <li>• Identify and amend logistical problems</li> <li>• Secure necessary emergency vehicles required for crash</li> <li>• Secure chaperones for retreat</li> <li>• Make sure all meals are accounted for (day of crash, retreat(s), reception)</li> <li>• Notify/invite the media</li> <li>• Secure speakers for retreat and assembly</li> <li>• Secure all equipment necessary for crash and assembly</li> <li>• Prepare crash/assembly diagrams</li> <li>• Secure all paper products (plates, napkins, cups, silverware)</li> </ul>
<b>1 - 3 weeks prior to the program</b>	<ul style="list-style-type: none"> <li>• Dry run</li> <li>• Final meeting with students</li> <li>• Distribute final operation plan, event location maps, and list of duties to all personnel involved</li> <li>• Prepare a list of contact numbers, pager and cell phone, for each "point" person</li> <li>• Test all equipment</li> <li>• Copy medical information sheets for transporting agencies (jail, hospital, morgue)</li> </ul>
<b>1 day prior to the program</b>	<ul style="list-style-type: none"> <li>• Call each parent/guardian and remind them of the death notification and what their child needs to bring (i.e., sleeping bag, towel)</li> <li>• Recommend student/parent make arrangements to bring child to school or pick up their vehicle to prevent participant's vehicle from being left on campus</li> </ul>



## Crash Scene

**There are three things critical to a successful crash scene:**

- *The crash must be **realistic**.*
- *The students must have a **clear view** of everything that is happening.*
- *The students must be **able to hear** everything that is being said.*

**Make sure the crash is as realistic and safe as possible:**

- Use vehicles similar to what the students typically drive
- Make sure the vehicles fit the crash
  - ◆ If it is a head-on crash, the side of the vehicle should not be caved in
- Wash the vehicles
  - ◆ Remove any writing from the tow yard
- Remove layers of dust and dirt
- Disable and remove battery so airbag does not deploy during extrication
- Vacuum any glass from seats to avoid unforeseen injury
- Choose crash victims carefully
  - ◆ If two people do not typically spend time together, do not place them in a car together; it would not be realistic

**Make sure the students can see everything that is happening:**

- Stage the crash and rescue so that everything happens in sequence, not all at the same time
- If too many things are happening at the same time, students will not know what to watch
- Each major action (i.e., extrication, DUI investigation, helicopter landing etc.) should take “center stage”
- Center stage should be an area where the view is not blocked by personnel, equipment, or vehicles
- The helicopter can be very dramatic, but can also be disruptive. Plan landing and transport carefully. Do not land in a field that cannot be seen
- Use crime scene tape to your advantage. Rope off an area to accommodate all viewers



## Crash Scene (continued)

- Make sure the crash is close enough
- If students are too far away, they will lose interest and *may become disruptive*

### **Make sure the students can hear everything:**

- Provide ample audio equipment
- You will need at least four large speakers
- Use lapel microphones: you will need at least three
- Stage the crash so personnel are not talking over one another
- Students should hear conversation between officers, victims, rescuers, dispatchers, etc.

### **Helpful Hints**

- Do not plan the crash during lunch
- A fire drill is a great way to get the students out to the crash.
  - ◆ The teachers can instruct the students where to go
- Have staff ready to direct students where to sit/stand
- Play the 911 tape as the students begin to assemble at the crash scene
- Remove the tarp as the 911 tape is being played.
  - ◆ Set off smoke bomb or flare to add realism
- Use living dead students as a backdrop for the crash scene
- The grim reaper should stand over the DOA victim and/or hover around the crash scene
- Chaplain should be on scene to administer to DOA victim





## Crash Scene (continued)

### Equipment / Materials Checklist

- ☐ Tarp under vehicles if the crash is on the field
- ☐ Tarp to cover the crash vehicles
- ☐ Flares / smoke bomb
- ☐ Lapel microphones and proper sound equipment
- ☐ Crime scene tape
- ☐ Shop vacuum

## Responsibilities

### Coordinator

- Forms committees
- Oversees program/timelines
- Assigns key/point personnel

### State, County, and City Law Enforcement

- Coordinate personnel
- Review and map out death notification locations
- Deliver death notifications to parents (recommend no more than **four** notifications per officer)
- Select Command Post volunteers
- Solicit service club involvement and donations
- 911 tape
- Secure crash vehicles and tow company involvement
- Coordinate crash scene
- Meet with DUI participants and advise how to respond to Field Sobriety Tests (FSTs)
- Coordinate helicopter landing and patient transport
  - ◆ Advise student participant of what to expect
- Respond Code 3
- Conduct FSTs and DUI investigations
  - ◆ Advise student participant of what to expect
- Transport DUI driver to/from jail
  - ◆ Advise student participant of what to expect
- Booking and tour of jail facilities
  - ◆ Advise student participant of what to expect
- Coordinate speakers for retreat and/or assembly
- Provide law enforcement chaperones for retreat.
- Attend assembly in uniform
- Conduct debriefing session for students, parents, employees, and volunteer participants





## **Responsibilities (continued)**

### **California Highway Patrol**

- Assist with overall program coordination and presentation
- Assist with securing speakers for retreat and assembly
- Assist with Command Post staffing
- Check-in students/visitors and volunteers
- Coordinate staff from visiting agencies
- Secure chaperones for retreat
- Provide information and handouts regarding youth and alcohol
- Assist with retreat coordination
- Attend assembly in uniform
- Assist with debriefing process

### **School**

- Obtain and confirm approval of school board/district administration
- Determine feasible dates for program
- Mail program announcements to parents
- Schedule staff meetings
  - ◆ Program announcements
  - ◆ Student nomination/selection criteria
  - ◆ Rearrange class/bell schedules
  - ◆ Secure counseling/crisis teams
  - ◆ Additional personnel to assist with phones on day one
- Select student/parent participants
- Compile video and still shots of selected students
  - ◆ School activities, lunch hour
  - ◆ Extracurricular activities (sports, drama, tutoring, etc.)
  - ◆ Community activities
- Secure transportation to/from retreat
- Schedule meeting with selected students/parents
  - ◆ Secure all consent/permission forms
- Obtain portrait of each student participant for obituaries (portrait studio)
  - ◆ Student's name should be on back of picture for identification purposes
- Secure locations for logistics
  - ◆ Command Post
  - ◆ Crash scene
  - ◆ Assembly
  - ◆ Reception/debriefing



## **Responsibilities (continued)**

### **School (continued)**

- Provide staff to escort Grim Reaper around campus
- Coordinate school video/photography documentation of the event
- Counseling on-site for parents and students
- Assembly setup
- Disconnect bell during assembly
- Coordinate post-assembly reception for participants
- Dry run meeting
- Assist with debriefing process

### **Fire Department**

- Coordinate department personnel
- Provide triage tags for living dead and crash victims
- Assist with crash scene coordination
- Meet with student participants and advise what to expect
- Respond Code 3 to the crash
- Extricate victim from vehicle using the Jaws of Life
- Coordinate helicopter landing and patient transport
- Coordinate moulage for crash victims and living dead
- Provide department chaperones for retreat
- Coordinate speakers for retreat and/or assembly
- Attend assembly in uniform

### **Emergency Medical Responders**

- Coordinate personnel
- Assist with crash scene coordination
- Coordinate moulage for crash victims and living dead
- Meet with student participant and advise what to expect/how to respond
- Respond Code 3 to crash
- Triage all victims, provide first aid to drunk driver
- Transport victim(s) to hospital
- Coordinate efforts with hospital
- Provide chaperones for retreat
- Coordinate speakers for retreat and/or assembly
- Coordinate with camera crew for footage of ambulance activity
- Attend assembly in uniform



## **Responsibilities (continued)**

### **Coroner/Local Mortuary**

- Provide toe tags
- Assist with crash scene coordination
- Removal of “dead” student (DOA) in a new or previously unused body bag
- Coordinate with camera crew for footage of morgue activity
- Coordinate speaker for retreat and/or assembly
- Meet with student participant and advise what to expect/how to respond
- Transport student to morgue and process per normal routine
  - ◆ Fingerprinting
  - ◆ Photographing
  - ◆ Other routine procedures
- Provide tour of the morgue for DOA
- Attend assembly in uniform
- Assist in securing casket for assembly

### **Hospital**

- Coordinate moulage for living dead and crash victims
- Contact parent of participants, inform where to go, who to ask for, what to expect
- Emergency room triage for crash victim(s) upon:
  - ◆ Arrival of ambulance
  - ◆ Arrival of helicopter
- Coordinate helicopter landing and patient transport
- Deliver death notification to parent(s) at hospital
- Organ procurement team
- On-site counseling - hospital chaplain
- Coordinate speaker for retreat and/or assembly
- Attend assembly in uniform

### **Chaplains/Counselors**

- Assist with death notifications
- Transport parents to hospital
- Counseling for students/parents and program participants
- Retreat participation
- Facilitate Parent Retreat
- Attend assembly in uniform
- Assist with debriefing process



## **Responsibilities (continued)**

### **Parents**

- Write and submit obituary for their child
- Write and submit letter to their child
- Review, sign, and submit all consent/permission forms and discuss with child
- Parent/booster club involvement
- Fundraising
- Assembly attendance

### **Community Groups/Other Agencies**

- Assist with fundraising
- Locate retreat site
- Provide food (breakfast, lunch, dinner, day and evening snacks, and reception refreshments) for:
  - ◆ Student participants
  - ◆ Committee members
  - ◆ Participants and volunteers
- Flowers for casket and assembly
- Moulage (from local college or theater company)
- Speakers for retreat and assembly
- Assembly participation
- Headstones for "living dead" cemetery

### **Media Coordinator**

- Document the program with video and still photos
- Prepare slide presentation for retreat
- Produce video presentation for assembly
- Coordinate television coverage (recommend use of the pool camera)
- Coordinate newspaper coverage



## Media Guidelines

The media plays an important role in the *Every 15 Minutes* program. First, they enhance the interest of the students in what's going on. Second, they help educate the community about the problem of teen drinking and driving.

Every attempt should be made to encourage the media, print, radio and TV, to cover an *Every 15 Minutes* program. In some areas where the program has been covered by the local media, it may be difficult to get them to return a second or third time. However, there are always different angles of the program that can be covered. Be creative and suggest these to the TV, radio, or newspaper assignment editor.

Those who are doing an *Every 15 Minutes* program for the first time in your area should welcome the opportunity to get the media involved.

There have been concerns the media would "get in the way," or "ruin it for the students." While there is occasionally the aggressive news crew that may irritate, the vast majority of reporters and camera personnel add to the importance of the event. During the simulated crash, the emergency responders are acting as if this were real. News crews are doing the same thing. If this were real, they would be shooting the police, fire, and ambulances. The added benefit is when they also talk to some of the students about the program, either after the crash scene or during the assembly the next day.

There are some who worry the media "will make it a circus." If there is a concern on the part of the program manager, it might be helpful to "suggest" to the media not to create a problem for the emergency responders that may detract from the program and the impact on the students. Prior to the start of the event, allow camera people to get close up views of the crash victims. But request the media pull back out of the way once the demonstration begins. Most reporters recognize the importance of the message and will generally work with you on preventing a problem.





## **Media Guidelines (continued)**

### **Contacting the Media**

The media should be contacted by the program coordinator or designated media person no later than two days before the event. The contact should be in the form of a news release or media advisory, spelling out the program as briefly as possible. These should be sent to the radio or TV assignment editor, or the city editor of the local newspaper. Two examples are included with this information. The new release should include the Who, What, Where, Why, and When of the event, and a contact person and phone number.

The day before the event, the program coordinator or designated media person should make a phone call to make sure the various media got the advisory, and to see if they have any questions. Don't ask if they plan to cover the event because they may not know yet. Those decisions are based on what other news is happening that day. A simple "hope you can cover it" will suffice. Keep your call brief! Assignment editors and city editors are extremely busy people and don't have time to chat. Lengthy conversations only irritate.

### **Covering the Event**

The media may show up in the morning and request to video tape the Grim Reaper entering a class, taking out a student, and record the reading of the obituary. Set it up so the TV or still camera person enters the class 15 to 20 seconds before the Grim Reaper enters. This gives the camera person time to set up and get the Grim Reaper's entrance. You may want to advise teachers ahead of time that the media may be coming in, so they don't panic and will understand what's happening. It is advisable to have no more than two camera people at one time. If there are more than two, have the later arrivals go to other classes later after the earlier cameras get their shots. Request the cameras be as unobtrusive as possible throughout the entire day.

By allowing the cameras in with the Grim Reaper, you are sending a message to the young people that this is something important. The added benefit may be that they go home that night and turn on the TV and watch with their parents the events of the day at school.



## **Media Guidelines (continued)**

### **Covering the Event (continued)**

It is possible, although unlikely, that the media may want to attend the retreat with the students that evening. Most news organizations don't want to spend the overtime, and this part of the program would not be "good TV" in terms of visual content. However, when this has occurred in the past, the students generally accepted the presence of the media and participated in the program without it hindering their involvement.

If the media indicates it intends to cover the first day's event, encourage them to also cover the next day's assembly. Explain that this is the most powerful part of the program, with strong emotions from both the "living dead," their parents, and the students attending the assembly.

If the media does cover your *Every 15 Minutes* program, try and record the TV stories, and clip the print media stories from the newspaper. Please make copies and send to the CHP Public Affairs Officer assisting in your event.

If you have any questions regarding how you deal with the media, contact the CHP Public Affairs Officer assisting in your event.



## Operational Plan

### Day 1

\_\_\_\_\_

(Day)

(Date)

**The Command Post will be in room # \_\_\_\_\_.**

**The Crash Scene will be staged at \_\_\_\_\_**

**6:30 a.m.** All involved law enforcement personnel are to report to their department for equipment, vehicles, and assignments.

**7:00 a.m.** All involved personnel will report to the Command Post, room \_\_\_\_\_ at \_\_\_\_\_ High School for their specific assignments.

All T-shirts, equipment, passes, and tags will be distributed at the Command Post.

**7:30 a.m.** All student participants will report to the Command Post to check in and drop off overnight bags. All personal items will be marked with a property tag with the name of student. Students will then proceed to their scheduled class.

All the marked overnight bags will be placed into the \_\_\_\_\_ van for transport to \_\_\_\_\_.

**7:30 a.m.** Media coordinator will meet with press personnel at \_\_\_\_\_.

**7:50 a.m.** The Grim Reaper, with assigned officer and counselor, will begin to pull students from class. Refer to Grim Reaper schedule for exact times and names of students.

**Officer \_\_\_\_\_ will read the obituary and then post it in the front of the classroom. Counselor \_\_\_\_\_ will announce the availability of counseling at the school.**

School staff will walk all students back to the Command Post before returning to the next location. Grim Reaper will continue per schedule.





## Operational Plan

### Day 1 (continued)

Students will be made-up as living dead and DOA tags will be completed and placed around their necks. Living dead students will be escorted to the graveyard area where they will place their headstone.

**Remind them not to speak to anyone (including one another) during the course of the day while they are in public areas.**

Students are also to be reminded to remain in the Command Post once they are pulled from class.

They will be escorted to and from the crash scene by the Grim Reaper.

- 7:50 a.m.** Officers assigned to death notifications will begin making notifications to the parents of the student participants.  
\_\_\_\_\_ will have the schedule of these notifications, times, and locations.
- 9:00 a.m.** Students participating in the crash scene will report to the makeup room to be made-up.
- 10:00 a.m.** Responding emergency personnel will begin staging near the crash scene at \_\_\_\_\_.
- 10:15 a.m.** Crash scene participants will be escorted to the crash area and positioned into the crash vehicles. Crash committee members will assist with this process.
- 10:30 a.m.** A pre-planned fire drill will cue instructors to escort Juniors and Seniors to the crash area for the presentation.
- 10:35 a.m.** The Grim Reaper leads the living dead procession to the collision scene. The living dead stand together as a backdrop for the crash scene while the Grim Reaper slowly wanders, circling the scene.
- 10:40 a.m.** 9-1-1 dispatch call will be played over the PA system initiating response by emergency personnel.
- 10:42 a.m.** Law enforcement and emergency personnel respond Code 3.
- 10:44 a.m.** Emergency personnel handle and investigate the crash scene and triage victims.



## Operational Plan

### Day 1 (continued)

- |                   |   |
|-------------------|---|
| <b>10:45 a.m.</b> | Law enforcement contacts DUI driver and escorts him/her away from the scene. The DUI driver waits in the back seat of the officer's vehicle.  |
| <b>10:50 a.m.</b> | Helicopter arrives, circles, and lands.   |
| <b>10:55 a.m.</b> | Three victims are pulled from _____. One student sustains minor injuries and the other is listed as critical. A third student is pronounced dead at the scene. Coroner advised to respond to scene. |
| <b>11:10 a.m.</b> | Helicopter transports critical victim to _____.<br>Ambulance transports one victim to _____.  |
| <b>11:10 a.m.</b> | Officer _____ contacts parents of critical victim by phone and advises them to respond to hospital.   |
| <b>11:14 a.m.</b> | Law enforcement officer escorts DUI driver back to center stage and conducts DUI investigation. DUI driver fails FSTs and is placed under arrest.   |
| <b>11:20 a.m.</b> | Helicopter arrives at _____ hospital. E.R. staff attempt to resuscitate victim. Victim is pronounced brain dead.  |
| <b>11:25 a.m.</b> | Coroner arrives at crash scene and conducts investigation.  |
| <b>11:35 a.m.</b> | Coroner loads victims into van and transports them to the morgue for tour.  |
| <b>11:35 a.m.</b> | All remaining emergency personnel depart crash scene.   |
| <b>11:37 a.m.</b> | Principal reads obituary of deceased crash victim. Principal reminds students of availability of counseling services and advises students to return to class.                                       |
| <b>11:40 a.m.</b> | All students return to classes. Grim Reaper escorts living dead students back to Command Post.  |
| <b>11:40 a.m.</b> | Hospital staff and counselor contact parents and give death notification. Organ procurement team responds and discusses options with parents.   |



## Operational Plan

	<b>Day 1 (continued)</b>
<b>11:40 a.m.</b>	Ambulance arrives at _____ Hospital Emergency Room. Victim is treated and released.  Both parents are given a hospital tour and transported back to school.
<b>11:45 a.m.</b>	Lunch brought to high school for student participants/volunteers. All participating personnel are invited back to the Command Post for lunch. This is a great opportunity for students and professionals to interact.
<b>12:00 p.m.</b>	Lunch is served.
<b>12:50 p.m.</b>	Grim Reaper continues to pull one student from class every 15 minutes.
<b>2:10 p.m.</b>	Last student pulled from class.
<b>2:20 p.m.</b>	All chaperones report to the Command Post.
<b>2:30 p.m.</b>	Bus arrives at the high school. <i>Every 15 Minutes</i> banner is put on the bus.
<b>2:50 p.m.</b>	Grim Reaper escorts living dead to the bus. <b>Make sure all students are present.</b>
<b>3:30 p.m.</b>	Arrival at the retreat. Students check in, chaperones are assigned. Chaperones and students are advised of the rules.
<b>4:00 p.m.</b>	Introduction <ul style="list-style-type: none"> <li>• Explain purpose of retreat and rules of respect.</li> </ul>
<b>4:00 p.m.</b>	Team building activity time. Have both indoor/outdoor group activities planned.*
<b>5:00 p.m.</b>	Food personnel begin dinner preparation.
<b>5:30 p.m.</b>	Students prepare for dinner.
<b>6:00 p.m.</b>	Dinner is served.

---

\* See Section VI for examples of team building games, trust activities, and pledge wall.



## Operational Plan

### Day 1 (continued)

7:00 p.m.	Evening program to begin in _____.
7:15 p.m.	Trust games*
8:00 p.m.	Speakers
8:50 p.m.	Break
9:00 p.m.	Speakers
9:50 p.m.	Letter writing and pledge wall*
10:30 p.m.	Lights out

---

\* See Section VI for examples of team building games, trust activities, and pledge wall.



## Operational Plan

### Day 2

\_\_\_\_\_

(Day)

(Date)

- 7:00 a.m.** Chaperones up!! Breakfast crew begins food preparation.
- 7:30 a.m.** Students up!!
- 8:00 a.m.** Personal items are collected for return to \_\_\_\_\_  
High School. Marked bags will be placed into the transport van.  
Upon return to school, bags will be secured in the Command Post.
- 9:15 a.m.** Students load the bus for transport to \_\_\_\_\_ High  
School. Retreat staff check rooms.
- 9:25 a.m.** Bus departs.
- 10:00 a.m.** Guests gather in gym to prepare for the assembly.
- 10:00 a.m.** Bus arrives at \_\_\_\_\_ High School and students are  
escorted to the Command Post.
- 10:30 a.m.** Juniors and Seniors are released for the assembly.
- 10:40 a.m.** Living dead students carry or follow casket into the assembly.  
Students are seated and lights are dimmed.
- 10:45 a.m.** Assembly begins.
- 11:45 a.m.** Assembly ends. Reception and debriefing for participants and  
parents.



## Section III

# Forms

## Section III

# Forms

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Camera-Ready Artwork III-2

### ***Sample Letters***

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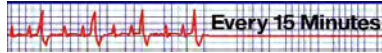
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## Program Logos

### The “Heartbeat” Logo



The *Every 15 Minutes* heartbeat logo was developed by the Chico Police Department in 1996. The CHP has received expressed written permission from the Chico Police Department to allow organizations and/or agencies implementing the *Every 15 Minutes* program to use the heartbeat logo.

Every coordinator shall use the standard *Every 15 Minutes* heartbeat logo on items developed for the event in their community. This is very important for statewide program identity.

The style or color of the heartbeat logo may not be changed or altered in any way without the expressed written consent of the California Highway Patrol and the Chico Police Department.

We have provided both color and black and white camera-ready artwork.

### Additional Logos

We have also included camera-ready logos for the California Highway Patrol and California Office of Traffic Safety - the key sponsors of the *Every 15 Minutes* program.







## Camera-ready Artwork

Electronic copies of the following logos are available on the CD.

California Highway Patrol



California Office of Traffic Safety

**CALIFORNIA OFFICE  
OF TRAFFIC SAFETY**

Standard *Every 15 Minutes* “heartbeat” logo





## Sample Letter to Prospective Committee Members

(Date)

Dear (agency name),

Did you know that traffic collisions are the leading cause of death among teen age youth? In fact, every fifteen minutes, someone in the United States is injured or killed in an alcohol-related incident. The (agency name), in conjunction with the California Highway Patrol and the Office of Traffic Safety, is taking a proactive step in educating local high school students about making mature decisions when alcoholic beverages are involved. In the (spring or fall) of (year) the (agency name), in cooperation with various city, county, state and local community groups, will host a program called *Every 15 Minutes* at (name) High School on (program dates).

*Every 15 Minutes* is a two-day program involving high school junior and seniors which encourages them to think about personal safety when alcohol is involved. The program challenges them to make mature decisions and recognize that their actions affect others besides themselves.

We would like to invite you, or a representative from your agency, to participate in this event. In order to guarantee the success of this program, we are soliciting participation from law enforcement, firefighters, emergency medical responders, our community hospital, coroner, chaplains and counselors, local business, and community members.

We will be having an introductory meeting on (date) at (time). The meeting will last approximately one (1) hour and take place at (location).

Enclosed is a summary of the program for your review. If you have any questions regarding the program, please feel free to contact me at (phone number). Thank you in advance for your interest and participation in this program.

Sincerely,

*Every 15 Minutes* Committee Chair



## Sample Letter to Prospective Sponsor

(Date)

Dear Community Member,

Did you know that alcohol-related collisions are the leading cause of death among teen age youth. In fact, ever fifteen minutes, someone in the United States is injured or killed in an alcohol-related incident. The (*agency name*), in conjunction with the California Highway Patrol and the Office of Traffic Safety, is taking a proactive step in educating local high school students about making mature decisions when alcoholic beverages are involved. In the spring of this year the (*agency name*), in cooperation with various city, county, state and local community groups, will host a program called *Every 15 Minutes* at (*name*) High School.

*Every 15 Minutes* is a two-day program involving high school junior and seniors which encourages them to think about personal safety when alcohol is involved. The program challenges the involved participants to make mature decisions and recognize that their actions affect others beside themselves.

We would like to invite you to participate as a sponsor for this event. In order to guarantee the success of this program, we are asking for time, service and/or financial donations. As mentioned previously, the program is a two-day event, involving approximately 26 students, 15 chaperones, and numerous other volunteers. Donations will be used towards various meals for the students and chaperones, printing supplies, tee-shirts, photography, video production, transportation, and retreat facilities. Any monies not utilized for or during the event will be placed into scholarships for the participating students.

Financial donations should be addressed to *Every 15 Minutes* in care of \_\_\_\_\_ . Enclosed is a summary of the program for your review. If you have any questions regarding the program, please feel free to contact any one of the *Every 15 Minutes* program committee members. Thank you in advance for your interest and participation in this program.

Sincerely,

*Every 15 Minutes* Committee Chair



### Sample Invitation Letter (VIP)

(Date)

Dear \_\_\_\_\_,

Did you know that alcohol-related collisions are the leading cause of death among teen age youth. In fact, every fifteen minutes, someone in the United States is injured or killed in an alcohol-related incident. The *(agency name)*, in conjunction with the California Highway Patrol and the Office of Traffic Safety, is taking a proactive step educating local high school students about making mature decisions when alcoholic beverages are involved.

The *(agency name)*, in conjunction with the California Highway Patrol and the Office of Traffic Safety, will be hosting an Every 15 Minutes Program at *(name of school)* High School located at *(address of school)*. This two-day event will be held on *(dates of event)*. The crash simulation will be held on the first day at *(time)* and the assembly will be held on the second day from *(time)* in the *(location on school campus)*. There will be refreshments served at a reception immediately following the assembly for the participating students, parents, volunteers, and guests. You are cordially invited to witness both days of this spectacular event.

Please RSVP by calling *(coordinator)* at *(phone number)* by *(date)*.

I appreciate your show of support for the program and look forward to seeing you at the event.

Sincerely,

*Every 15 Minutes* Committee Chair



## Sample Thank You/Information Letter to Parents

(Date)

Dear Parent(s):

You have received a mock death notification for your child. We understand the emotions you are experiencing right now, but there is good news. You **will** see your child tomorrow! We have listed information that you will need to know before tomorrow's assembly, where you will be reunited with your child.

1. A Parent Retreat is available to you and your family at *(name)* High School, at *(time)*, in room *(number)*. The Parent Retreat was developed to give parents of the living dead students and crash victims, an opportunity to talk about their experience with others. During the group discussion, a chaplain and/or counselor will offer consoling words and explanations for the emotions you are feeling during the hour long session. Towards the end of the retreat, parents close by writing a letter to their son/daughter addressing how it felt to lose him/her today.
2. Write a letter to your child, describing how it felt to hear that he/she was killed in an alcohol related incident. Say your heartfelt good-byes in the letter: "I never got the chance to ..." This is very important and shows your child how valuable they are to you and how you would be greatly affected by their death. We have enclosed two sheets of lined paper for your letter. Your letter will be given to your student immediately following the assembly.
3. The assembly starts at *(time)* on *(date)*. Please be at *(name)* High School in the *(location)* by *(time)*. You will be seated first.
4. A reception will immediately follow the assembly in *(location)* for families, student participants, emergency personnel, and volunteers.

Chaplain *(name)* and/or a counselor *(name)* is on-call for you and your family. If you should need any assistance during the next 24 hours, please do not hesitate to call him/her at *(phone number)*.

In case of emergency, please contact *(name)* at *(phone number)*.

Once again, thank you for your support of this powerful program. Your generous commitment is making a difference for our students at *(name)* High School.

Sincerely yours,

*Every 15 Minutes* Logistics Committee





## Sample Obituary

**Every 15 Minutes, someone in the United States is killed or seriously injured in an alcohol-related incident.**

Photograph

**Stephanie Michelle Ponter**

Stephanie Michelle Ponter was killed on May 22, 2002. Eighteen years old and a recent graduate from Samuel Jackson High School, Stephanie was returning home from her volunteer job when she was hit from behind by a suspected intoxicated motorist.

Stephanie was an active participant in numerous school and extracurricular activities. She is remembered by family and friends as a truly giving individual.

Stephanie is survived by her parents, Steven and Marcie, brother Joshua, and sister Andrea.

A memorial service will be held at Blessed Heart of Mary Church on Saturday, May 26, 2002, at 10:00 a.m.

Your laughter was infectious and your giving nature was a comfort.



## Sample Notice to Residences

# Public Notice

\_\_\_\_\_ High School  
(High School Name Here)

Will Perform a Mock Critical Incident Drill On

\_\_\_\_\_  
(Date of Crash)

At Approximately

\_\_\_\_\_  
(Time of Crash)

This Drill Will Involve Response From Various  
Emergency Agencies

**This Is Only A Drill**





## Responsibilities Sign-Up Sheet

<p><b>Logistics Committee</b></p> <p>Responsible for overall project coordination.</p> <p>Coordinators:</p> <p>Morgue: _____</p> <p>Hospital: _____</p> <p>Jail: _____</p> <p>Death Notification: _____</p>	<p><b>Assembly Committee</b></p> <p>Responsible for assembly coordination.</p> <p>Chair: _____</p> <p>Members: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Crash Committee</b></p> <p>Responsible for crash coordination.</p> <p>Chair: _____</p> <p>Members: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Food Committee</b></p> <p>Responsible for first day of crash, retreat(s), and reception.</p> <p>Chair: _____</p> <p>Members: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Fundraising Committee</b></p> <p>Responsible for fundraising.</p> <p>Chair: _____</p> <p>Members: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Forms Coordinator</b></p> <p>Responsible for all paperwork due prior to and after the program.</p> <p>_____</p> <p>_____</p> <p>_____</p>



## Responsibilities Sign-Up Sheet (continued)

<b>Student Retreat Committee</b>  Responsible for organization of the student retreat.  Chair: _____  Members: _____ _____ _____	<b>Parent Retreat Committee</b>  Responsible for organization of the parent retreat.  Chair: _____  Members: _____ _____ _____
Chair: _____  Members: _____ _____ _____	Chair: _____  Members: _____ _____ _____
Chair: _____  Members: _____ _____ _____	Chair: _____  Members: _____ _____ _____



### Committee Phone List

Name	Agency/Address	Phone	Fax	E-mail



# Forms Tracking Sheet

[illegible]

\* Note: Make sure all pages of each form are submitted.



STATE OF CALIFORNIA—BUSINESS, TRANSPORTATION AND HOUSING AGENCY

GRAY DAVIS, Governor

## DEPARTMENT OF TRANSPORTATION

AERONAUTICS PROGRAM M.S. #40  
1120 N STREET - ROOM 3300  
P.O. BOX 942873  
SACRAMENTO, CA 94273-0001  
(916) 654-4959  
FAX (916) 653-9531



### INFORMATION CONCERNING HELICOPTER LANDING SITES LOCATED WITHIN 1,000 FEET OF A SCHOOL

Pursuant to Public Utilities Code (PUC) Section 21662.5, no helicopter may land or depart in any area within 1,000 feet of the boundary of any public or private school maintaining kindergarten classes or any classes in grades 1 through 12 without approval of either the Department or a public safety agency designated by the Department. This law does not apply if the landing or departure takes place at a permanent heliport that has a valid Heliport Permit issued by the Department or the site is a designated emergency medical service landing site being used for emergency medical operations.

Anyone proposing to land a helicopter at such a site must submit a **completed** *Helicopter Landing Authorization-Application (Form DOA 0204, Rev. 5/97)* to the Department or the designated public safety agency **at least 2 weeks prior to the proposed landing**. Upon receipt of the completed application, the Department, or the designated public safety agency, will contact the helicopter operator and school officials to schedule a site evaluation and coordination inspection. The inspector will issue a Helicopter Landing Authorization after this inspection if the inspector is confident that the helicopter operations can be conducted in a safe manner.

For additional information and application forms, contact:

Department of Transportation  
Aeronautics Program, M.S. #40  
P.O. Box 942874  
Sacramento, CA 94274-0001

(916) 654-4959  
FAX (916) 653-9531

March 1999



**DEPARTMENT OF TRANSPORTATION**

AERONAUTICS PROGRAM M.S. #40  
1120 N STREET - ROOM 3300  
P.O. BOX 942873  
SACRAMENTO, CA 94273-0001  
(916) 654-4959  
FAX (916) 653-9531

**INFORMATION CONCERNING HOSPITAL HELIPORTS  
AND EMERGENCY MEDICAL SERVICE LANDING SITES**

The following information should be helpful in understanding the difference between a hospital heliport and an emergency medical service helicopter landing site as they relate to State and Federal laws and regulations. The references used include:

- *California Public Utilities Code (PUC), Section 21001, et seq.*
- *California Code of Regulations (CCR's), Title 21, Sections 3525 through 3560.*
- *Federal Aviation Administration (FAA) Advisory Circular 150/5390-2A, Heliport Design.*
- *Federal Aviation Regulation (FAR) Part 157, Notice of Construction, Activation, and Deactivation of Airports.*

California State law (PUC 21663) requires that all heliports have a State Permit to operate unless specifically exempted. One such exemption is an Emergency Medical Service (EMS) Helicopter Landing Site, defined in CCR, Title 21, Section 3527(g) as follows: "A site used for the landing and taking off of EMS helicopters that is located at or as near as practical to a medical emergency or at or near a medical facility and

- (1) *has been designated an EMS landing site by an officer authorized by a public safety agency, as defined in PUC Section 21662.1, using criteria that the public safety agency has determined is reasonable and prudent for the safe operation of EMS helicopters and*
- (2) *is used, over any twelve month period, for no more than an average of six landings per month with a patient or patients on the helicopter, except to allow for adequate medical response to a mass casualty event even if that response causes the site to be used beyond these limits, and*
- (3) *is not marked as a permitted heliport as described in Section 3554 of these regulations and*
- (4) *is used only for emergency medical purposes."*

Examples of public safety agencies could be a fire department, police department, sheriff's department, County EMS Agency, etc.

Not to be confused is the criteria required by the CCR's for a State permitted heliport, which is based on the FAA's *Heliport Design* guide. Criteria contained in the guide provides the accepted level of safety deemed necessary for a hospital heliport intended for regular medical helicopter operations. Neither the FAA's guide nor Caltrans has established criteria for EMS Helicopter Landing Sites. Therefore, the level of safety of each site is unknown, as each individual public safety agency may have their own criteria, which may or may not be equivalent to established heliport safety standards.

Although PUC Section 21662.1 allows EMS Helicopter Landing Sites to be designated at any medical facility, a review of the history of the legislation indicates that the intent was to allow small or rural medical facilities to accept an occasional emergency patient or transfer a patient to a higher care level hospital. These types of facilities would normally not have the need to establish a heliport for infrequent helicopter operations and we agree should be exempted from the permit requirement. However, most large hospitals, and certainly trauma centers, are in the emergency care business where patient transfer





by helicopter is quite common. In these cases, we feel the helicopter crew, the patient and the public should be afforded the level of safety that a permitted heliport, meeting the established safety standards, would provide. Being designated as an EMS Helicopter Landing Site with the intent of being used on a regular basis seems inappropriate and could be considered an attempt to circumvent the law.

The FAA's *Heliport Design* guide defines medical emergency sites as follows: "An unprepared site at or near the scene of an accident or similar medical emergency on which a helicopter may land to pick up a patient in order to provide emergency medical transport. A designated helicopter landing area located at a hospital or medical facility is a heliport and not a medical emergency site." The guide also refers to FAR Part 157, which requires the filing of a *Notice of Landing Area Proposal* (FAA Form 7480-1) with the FAA. Filing is required if the site is intended to be used 1) for a period of more than 30 days or 2) for more than three days in any one week and more than ten operations will be conducted in any one day.

If a public safety agency decides to designate a site as an EMS Helicopter Landing Site in accordance with PUC Section 21662.1, and accepts the liability for the safety of its use, the following items should be considered:

- Is the approval for one specific operation, or for a specified time period (1 month, 1 year, until a site is permitted, forever?)
- How many operations will be allowed in a given time period? (How much noise will the neighbors tolerate?)
- Does the approval allow night operations? Is the site adequately lighted?
- What size helicopters will be allowed considering the size of the landing site?
- What approach/departure paths will be approved to ensure adequate obstruction clearances? Should the obstructions be marked and/or lighted?
- What type of security and fire protection will be required?
- If the site is in an auto parking lot, is there a planned procedure to have the vehicles moved in a timely manner?
- Will an environmental review be required to comply with the California Environmental Quality Act (CEQA)?

The Department recognizes the importance of EMS helicopters and their ability to quickly transport critically injured people to hospitals for emergency care, and to transfer critical patients to other hospitals where a higher level of emergency care is available. We have always encouraged hospitals to develop a permitted heliport which will ensure its users a safe and dependable facility meeting established safety standards. In fact, there are currently more than 140 permitted hospital heliports in California and that number is rapidly growing as more hospitals are becoming trauma centers and more EMS helicopter providers are becoming available.

We are always available to assist any hospital in developing a heliport and would be pleased to meet with hospital officials to discuss the safety standards and the permitting requirements. For more information contact:

Department of Transportation  
Aeronautics Program, M.S. #40  
P.O. Box 942874  
Sacramento, CA 94274-0001

(916) 654-4959  
FAX (916) 653-9531

March 1999



STATE OF CALIFORNIA - DEPARTMENT OF TRANSPORTATION

## HELICOPTER LANDING AUTHORIZATION - APPLICATION

DOA-0204 (Rev. 5/97)

This application must be received by the Aeronautics Program ***at least two weeks prior to date of landing***

PLEASE PRINT OR TYPE AND COMPLETE ALL ITEMS

### PART I. HELICOPTER OPERATOR INFORMATION

NAME

BUSINESS ADDRESS

BUSINESS TELEPHONE NUMBER

FAX NUMBER

MAKE, MODEL AND NUMBER OF HELICOPTERS TO BE USED

NUMBER OF LANDINGS

DATE OF LANDINGS

ALTERNATIVE DATE(S)

PRINT NAME

SIGNATURE

### PART II. LANDING SITE INFORMATION

COMPLETE SECTION A OR B AS APPROPRIATE

A. IF ON SCHOOL PROPERTY, NAME OF SCHOOL

ADDRESS

BUSINESS TELEPHONE NUMBER

FAX NUMBER

I am aware of and do not object to the proposed helicopter landing at the site and on the date described in PART I. I also waive the right to demand a public hearing in accordance with

Public utilities Code Section 21662.5

SCHOOL OFFICIAL'S NAME

TITLE

SIGNATURE

B. IF NOT ON SCHOOL PROPERTY, PROPERTY OWNER'S NAME

ADDRESS OF LANDING SITE

BUSINESS ADDRESS

BUSINESS TELEPHONE NUMBER

FAX NUMBER

I give permission for the helicopter listed in Part I of this form to conduct the landing

PRINT NAME

SIGNATURE

### PART III. PERMISSION FROM OTHER SCHOOLS WITHIN 1,000 FEET

COMPLETE BELOW OR PROVIDE SEPARATE LETTER(S) OF NO OBJECTION

I am aware of and do not object to the proposed helicopter landing at the site and on the date described in PART I. I also waive the right to demand a public hearing in accordance with Public utilities Code Section 21662.5

NAME OF SCHOOL

ADDRESS

BUSINESS TELEPHONE NUMBER

FAX NUMBER

SCHOOL OFFICIAL'S NAME

TITLE

SIGNATURE

NAME OF SCHOOL

ADDRESS

BUSINESS TELEPHONE NUMBER

FAX NUMBER

SCHOOL OFFICIAL'S NAME

TITLE

SIGNATURE

Send complete application to address below or FAX to (916) 653-9531.

CALIFORNIA DEPARTMENT OF TRANSPORTATION  
AERONAUTICS PROGRAM - MS #40  
P.O. BOX 942873  
SACRAMENTO, 94273-0001

DOA 91-0204







**Student Tracking Sheet**

Student	Morning Check-In Day One	Student Luggage Tagged	Pulled from Class	Depart to Retreat	Morning Check-in Day Two



## Command Post Timelines/Hints

The Command Post should be located in an unoccupied room on campus. This area should be a controlled area. Only *Every 15 Minutes* program participants and personnel should be allowed in the Command Post. The Command Post is the area from where all activity commences:

- Student, personnel and volunteer check in
- Makeup area
- Light breakfast, snacks, beverages, and lunch for all participants and volunteers
- “Safe” area for the living dead if the students are not returning to class

We strongly recommend once the students are removed from class, they remain in the Command Post rather than return to class. When fellow classmates have to stare at an empty chair throughout the day, they are constantly reminded of the loss.

---

### Helpful Hints

- Provide lunch to personnel, volunteers, and participating students
- Completion of homework should be the first priority
- Provide entertainment to students remaining in the Command Post
  - ♦ Food, videos, games, TV, books
- Provide chaperones for students remaining in the Command Post

---

### Equipment / Materials Checklist

- ☐ Food and drinks (lunch, snacks, drinks, lots of water)
- ☐ Handi-Wipes (for easy makeup removal)
- ☐ Thick black markers
- ☐ Paper/plastic products (paper towels, utensils, large garbage bags)
- ☐ Tissue
- ☐ Scissors
- ☐ Masking tape
- ☐ Cord to secure property tags to personal belongings
- ☐ Hammer for headstones

Note: You may want to water the cemetery area to soften the ground.



## Command Post Personnel/Assignment Sheet

<u>Number</u>	<u>Title</u>	<u>Number</u>	<u>Title</u>
_____	<b>Coordinators:</b> _____ _____	_____	Plays heart beat tape: _____
_____	Checks in students and luggage: _____	_____	Makes up the living dead: _____ _____
_____	Checks in VIPs, distribute name tags, give out T-shirts: _____ _____	_____	Pick up food & beverages, set-up and clean-up (morning juice/pastries, lunch, snacks): _____ _____
_____	Takes photos at hospital, morgue, jail, and bring students back to campus; escorts VIPs to scene: _____ _____ _____	_____	<b>Officers</b>
_____	<b>Reaper(s):</b> _____ _____	_____	Reads obituaries in classroom: _____ _____ _____ _____
_____	Takes photos at and escorts VIPs to scene: _____ _____ _____	_____	Gives FSTs and transports DUI suspect to jail: _____ _____
_____	Escorts Living Dead to place headstones in cemetery: _____	_____	Delivers death notification: _____ _____ _____ _____





### Command Post Personnel/Assignment Sheet (continued)

<u>Number</u>	<u>Title</u>	<u>Number</u>	<u>Title</u>
_____	<b>Chaplains/Counselors:</b>	_____	Video personnel; scene, morgue, hospital, jail, parents notification:
_____	In command post:	_____	
_____	Set-up on campus:	_____	
_____		_____	School staff (leads Reaper to rooms; administers homework assignments, etc.):
_____	Goes to classrooms with Reaper:	_____	
_____	Delivers death notifications:	_____	Fire Personnel; Ambulance; Hospital; Coroner; Tow Co.; Helicopter:
_____	Parents retreat:	_____	<b>Chaperones</b>
_____	Moulage personnel for crash scene students:	_____	
_____		_____	
_____		_____	
_____		_____	
_____		_____	



## Command Post Check-In

Instructions: This form can be used as personnel and visitors come onto the school campus. It can also be used in advance to determine how many people will be needed from each agency or organization.

Name	Agency	Assignment



## Final Check

<input type="checkbox"/> Student meeting(s) held. <input type="checkbox"/> Parent meeting(s) held. <input type="checkbox"/> All permission notices in. <input type="checkbox"/> All pretests in. <input type="checkbox"/> Tracking Form Sheet completed. <input type="checkbox"/> Real emergency information prepared. <input type="checkbox"/> Flyers distributed to nearby residential structures. <input type="checkbox"/> 911 tapes completed. <input type="checkbox"/> Video personnel confirmed. <input type="checkbox"/> Pre-filming confirmed. <input type="checkbox"/> Invitations sent. <input type="checkbox"/> Map of school prepared. <input type="checkbox"/> Crash vehicles secured. <input type="checkbox"/> Map of crash scene prepared. <input type="checkbox"/> Crash schedule finalized. <input type="checkbox"/> Reaper schedule finalized. <input type="checkbox"/> Operational Plan finalized. <input type="checkbox"/> Notification address(es) mapped out. <input type="checkbox"/> All involved with crash (Tow Co., Fire, CHP, PD, SO, AMR, Helicopter) know where and when to stage/set-up and what their respective roll is. <input type="checkbox"/> All personnel know where and when to check in (students and all volunteers, including officers, Reaper, and counselors). <input type="checkbox"/> Secure toe tags. <input type="checkbox"/> Letter to go with notification teams and small Kleenex provided to team leaders.	<input type="checkbox"/> Notify and invite the media. <input type="checkbox"/> Secure living dead make-up. <input type="checkbox"/> Secure Reaper outfit. <input type="checkbox"/> All food, snacks, and beverages confirmed. <input type="checkbox"/> Command Center Assignment Sheet completed. <input type="checkbox"/> Luggage tags, name tags, and student tracking sheet completed. <input type="checkbox"/> Volunteer name tags and check-in list completed. <input type="checkbox"/> VIP check-in list completed. <input type="checkbox"/> School personnel have command center location and time room is open. <input type="checkbox"/> Radios secured for point staff. <input type="checkbox"/> Microphone equipment for crash secured. <input type="checkbox"/> Prepare list of contact numbers, pager and cell phone, for each point person. <input type="checkbox"/> Dry run completed. <input type="checkbox"/> Obituaries done. <input type="checkbox"/> Tombstones done. <input type="checkbox"/> Mirror and additional trash cans secured for command center. <input type="checkbox"/> Moulage personnel confirmed. <input type="checkbox"/> Notification teams assigned and confirmed. <input type="checkbox"/> Transportation for retreat confirmed. <input type="checkbox"/> Retreat schedule finalized. <input type="checkbox"/> Parents retreat finalized.
--	--



### Final Check (continued)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Flowers for Reaper, assembly and tombstones secured.</li> <li><input type="checkbox"/> Film for photos and blank videos secured.</li> <li><input type="checkbox"/> Students in crash advised of what to do, how to respond, what to expect.</li> <li><input type="checkbox"/> Parents at hospital advised where to go, who to ask for, what to expect.</li> <li><input type="checkbox"/> Parent receiving phone call from jail advised what to expect.</li> <li><input type="checkbox"/> Students and parents called night before to confirm notification location and time; what student needs to bring.</li> <li><input type="checkbox"/> Confirm who is transporting students to and from jail, morgue, hospital and be prepared...may have to get them lunch.</li> <li><input type="checkbox"/> Confirm how food, beverages, ice, ice chest, and paper products will be arriving at the school, retreat, and reception.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> School bells disconnected.</li> <li><input type="checkbox"/> Casket secured.</li> <li><input type="checkbox"/> Assembly schedule finalized.</li> <li><input type="checkbox"/> Assembly programs finalized.</li> <li><input type="checkbox"/> Floor plan for assembly finalized.</li> <li><input type="checkbox"/> Screen secured for assembly.</li> <li><input type="checkbox"/> Projector secured for assembly.</li> <li><input type="checkbox"/> Microphone and podium secured for assembly.</li> <li><input type="checkbox"/> Kleenex for assembly.</li> <li><input type="checkbox"/> Equipment checked for assembly, including lights.</li> <li><input type="checkbox"/> Debrief date(s) and location(s) confirmed.</li> </ul> |
|--|--|



## Agency Contract Claim for Reimbursement

### FIRST AND FINAL CLAIM

Contractor

Contract Number

Street Address

City, State, Zip Code

*Every 15 Minutes* Program Coordinator

**Project Description**

Stop DUI Program, Project Number AL0646  
*Every 15 Minutes* Program

**Maximum Amount Payable By This Grant**  
\$9,999.99

**Actual Amount Being Claimed**  
\$

#### Itemized Listing of Expenses (attach copies of all invoices/receipts)

**Note: A cover letter on Contractor's official letterhead requesting reimbursement must be included.**

Item	Amount

Contractor's Signature

Date

Title

Please return this document along with other required documents noted in the contract to:

California Highway Patrol  
Research and Planning Section  
P. O. Box 942898  
Sacramento, CA 94298-0001



#### **Section IV**

## **Student Selection**



**Section IV**

**Student Selection**

Student Selection Process IV-1

Student Application IV-4

Class Schedule IV-5

Personal Property Tags IV-6



## Student Selection Process

When selecting students to participate in the *Every 15 Minutes* program, it is important to remember that the ultimate goal of the program is to get teenagers to think about making mature decisions when it comes to drinking and driving, and to evaluate how their decisions can impact family, friends, and many others. To this end, the *Every 15 Minutes* program stresses the need to open the emotional doorway to teens and force them to address a problem that is devastating to their community and a problem that many of them choose to ignore.

We suggest that you select students with whom a significant number or segment of the student body relate to as a leader. This select group of students will, in effect, act as ambassadors of the program and promote its message by articulating their unique experiences to their peers.

In planning for an *Every 15 Minutes* program, it is paramount that the students you select represent a cross-section of the student body. What does this mean? Quite simply, it means diversity-but not just racially or by gender. Although these two factors are important and should be considered in your determinations, diversity on a high school campus can encompass so much more: class officers and athletes, honor students and at-risk youth, popular students, and so on. From these different groups, you might select one or two individuals you feel have the admirable quality of leadership and the ability to effectively articulate their experiences. Remember, at the completion of the program, these students will return to their respective peer groups and they will undoubtedly be asked to share their unique stories; so, it is important that you feel confident that they will be able to express their true feelings. This holds true as well for students who are considered to be "at-risk".

Although at risk kids may have demonstrated poor judgment on prior occasions, they may still be considered "leaders" within their own peer group. Furthermore, it could be argued that a program of this type could benefit these students the most. It should be pointed out, however, that the participation of at-risk youth is merely a subject that you may wish to consider. If you believe that such inclusion might jeopardize the program's goals, you may choose to do otherwise.



## **Student Selection Process (continued)**

Student participants should be emotionally strong. For instance, those students playing the “living dead” have the unenviable task of returning to the student population as silent and stoic reminders to their peers that *Every 15 Minutes*, someone is killed or seriously injured in an alcohol-related incident. These students must be able to maintain their composure even when their friends create situations in an attempt to get them out of character. Additionally, this program is most effective when it is kept a secret from the rest of the student body. If you do not feel that a student can keep this program confidential during the months and weeks of planning, then they should not be used.

You might want to consider having a favorite teacher, coach, or counselor added to the “living dead.” During a student’s tenure at a particular school, relationships are sometimes built between themselves and certain staff members. These relationships are important because, to some students, these staff members are considered to be friends who can offer guidance when they feel uncomfortable getting it from home or their peers. When these people are taken from their lives, as in a “living dead” scenario, many students react with great sadness as though they had lost a family member. Having a staff member participate also reinforces the point that the issue of drinking and driving can affect any number of people around us in addition to ourselves.

The number of student participants can vary from school to school. Many times the number of participants is dependent upon the school’s enrollment and number of juniors and seniors on campus. Typically, anywhere from 18-24 students will make up your group. This includes the three or four students that will participate in the mock crash scene. It is recommended that you start out with a pool of 30-35 students and work your way down from there. In order to keep student identities confidential, you should initially meet with them in small groups of five or six. Additionally, you may also want to name one or two students as alternates in case one of your regulars becomes ill or is otherwise unable to participate on the program dates. As mentioned earlier, our students should be comprised of Juniors and Seniors. These two particular grades are targeted because it is at this age that most receive their driver licenses and face choices regarding alcohol consumption and drunk driving.



**Student  
Selection  
Process  
(continued)**

Finally, parental support must be taken into account when evaluating student participants. As you are aware, the parents are also instrumental in the success of the program. Besides the active involvement of receiving death notifications and writing obituaries, the parents also have the responsibility of attending meetings, reviewing permission documents, and signing media releases. If you observe a parent's lack of support for the program in one or more of these areas, you may wish to consider another student.

These are but a few suggestions you might want to take into account when selecting student participants. However, these are not absolute and the student selection process can always be tailored to meet your community's needs. Please feel free to contact your CHP *Every 15 Minutes* project coordinator should any questions or issues arise.



## Student Application

(PLEASE PRINT)

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Pager/Cell: \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Why would you like to participate in the *Every 15 Minutes* program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### (CIRCLE ONE)

Are you willing to be sequestered at a local retreat the night before the assembly? Yes No

Are you willing to write a "good-bye" letter to your family/friends as part of the program?

Are you willing to participate in a simulated traffic collision? Yes No

Would you be willing to be placed into a body bag? Yes No

Would you be willing to be the critically injured patient, who dies after being transported to the hospital? Yes No

Would you be willing to play the part of the drunk driver, perform field sobriety tests and go to jail? Yes No

**For the *Every 15 Minutes* Program to be effective, it is recommended that you do not discuss the program with other students or faculty.**



## Class Schedule

(TO BE COMPLETED BY STUDENT - PLEASE PRINT)

Instructions: Provide a complete list of your class schedule for: \_\_\_\_\_  
*Day and date of program*

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Period	Class	Room #	Teacher	Time





### Personal Property Tags

(Reproduce these Property Tags using heavy cardstock for durability)

**Property of:**

\_\_\_\_\_  
Print Name

**Property of:**

\_\_\_\_\_  
Print Name

**Property of:**

\_\_\_\_\_  
Print Name

**Property of:**

\_\_\_\_\_  
Print Name



## Section V

# Parent Information

**Section V**

**Parent Information**

Sample Invitation Letter to Parents V-1

Permission Slip V-3

Media Release V-6

Mock Death Notification V-7

Obituary Information V-8



## Sample Invitation to Parents

(Date)

Dear Parent/Guardian:

Congratulations! Your son/daughter has been chosen to participate in the *Every 15 Minutes* program being implemented at *(name of high school)* on *(date of program)*. Your informed consent is required prior to your son/daughter's participation. Parent participation is an important component and is highly encouraged.

The *(agency name)*, in conjunction with the California Highway Patrol and the Office of Traffic Safety, is taking a proactive step in educating local high school students about making mature decisions when alcoholic beverages are involved. The program's name was conceived in 1990 when one alcohol-related traffic fatality occurred in the United States every fifteen minutes.

*Every 15 Minutes* is a two day program that challenges high school juniors and seniors to think about drinking, driving, personal safety and the responsibility of making mature decisions when lives are involved.

Your son/daughter has been selected to participate in this program because he/she exhibits admirable leadership skills and his/her involvement will impact a large number of students. Approximately *(number of students)* will participate in this program.

On *(day and date)*, every fifteen minutes, one student will be escorted out of class by the "Grim Reaper." A uniformed officer will read the student's obituary and then accompany the student to a room on campus where he/she will be made up to represent the living dead. The student will be escorted to a mock cemetery where he/she will place his/her tombstone. To enhance the realism of the event, the student will not return to class. This will help friends and classmates understand what it would feel like if that student had actually died. The students will be sequestered in a private area on campus where they will have a chance to interact with members of the community and reflect on their day. All students will have the opportunity to complete pre-assigned homework assignments and lunch will be provided to all participants.



### **Sample Invitation Letter to Parents (continued)**

Several of the students will participate in a simulated traffic collision that will be staged on campus on (*day and date*). The participants involved in the collision will be made up by a professional moulage artist to enhance the realism of the exercise. The collision will be staged in front of the (*Juniors and Seniors or entire student body*). Law enforcement and emergency medical responders will respond to a 911 call for help and simulate a real-life rescue. One student will die on scene, (*one or two*) will be transported to the hospital. Parent participation in this event is critical and may include a police escort to the hospital. A third student will be given a field sobriety test, placed under arrest, and taken to jail.

All (*number of students*) will be transported to (*name of retreat*), where they will spend the night, unable to contact friends or family.

Approximately (*number of chaperones*), primarily law enforcement personnel, will chaperone the retreat activities. During the retreat, students will participate in trust and team building activities and interact with community members who have been affected by poor choices involving alcohol. As the evening winds down, the students have the opportunity to write letters to friends and family members. Parents are encouraged to write letters to their child as well.

The following morning, students will be transported back to (*name of school*) where they will participate in a school assembly. The assembly will include a short video and several speakers. A catered reception will follow for all participants and their families. Parental attendance at the assembly is strongly encouraged.

Audio and/or visual recordings of the students and agencies participating in this event may be used during the program for promotional purposes. Media personnel may be present and may request interviews with participating students.

Parent participation includes (a) receiving a mock death notification, (b) writing a farewell letter to your child, (c ) writing your child's obituary and (d) attending the assembly on (*day and date*).

Parents will also be responsible for bringing the student's personal items needed for the retreat to (*name of school and room number*) no later than (*time*) and (*day and date*). Throughout the program, counseling support services will be available as needed for students, parents and staff.





## Permission Slip

(Date)

My son/daughter \_\_\_\_\_ has my permission to participate in the *Every 15 Minutes* program on (dates of program) at (name of school).

I also provide authorization for my son/daughter to complete the survey forms pursuant to California Education Code 51513 and United States Federal Code Section 1232h. I understand that the survey forms to be completed by my son/daughter will remain anonymous to ensure the confidentiality of their answers. The only required personal information pertinent in tracking the student participant is the name of the school, age of the student, gender of student, student's year in school, and date of birth. The birth date allows for tracking an individual's change in attitude, but does not reflect the individual's identity since **no names** are required on the survey form. The purpose of these surveys is to obtain data from the participating students to measure their change in attitude towards alcohol and the choices they make concerning its use.

I understand my son/daughter will be going on an overnight retreat to (name of retreat) on the evening of (day and date). All meals will be provided. Students will be chaperoned by law enforcement personnel and responsible members of the community. Transportation to and from the retreat will be provided by (company name).

**Important:** I hereby release, discharge, and covenant not to sue (lead agency's name) it's officers, employees, agents, servants, and volunteers, and any other supporting agency, and/or all other sponsors from any and all claims and liability rising out of strict liability or negligence of release. I agree to hold harmless and/or indemnify release for any and all claims judgments or expenses, including attorney fees, releasee may incur arising out of my child's activities and/or participation in this event.

I understand that my child's participation in this event contains certain dangers and risk of injury, that the event will be indoors and outdoors, and that there is an inherent danger in being outdoors which I appreciate and voluntarily assume, because I choose to do so. I further know that other participants may pose a danger to my child as this is a physical activity. I voluntarily elect to accept all risks connected with my child's participation in this event.



### Permission Slip (continued)

I agree that this agreement shall apply to incident, injury, accident occurring at the event and to any incident, injury, accident occurring within a period of one year after the execution of this agreement.

I give my permission for my son/daughter to participate fully. Yes    No

I give my permission for my son/daughter to participate under the following conditions:

---

---

---

I am willing to participate in the parent component of the program. Yes    No

I have read and understand the components of the *Every 15 Minutes* program and the Release of Liability. With this knowledge, I give my permission for my son/daughter to participate fully.

---

*Parent/Guardian Name (Please Print)*

---

*Parent/Guardian Signature*

---

*Date*

I have read and understand the components of the *Every 15 Minutes* program and the Release of Liability with my parent(s). With this knowledge, I freely and voluntarily agree to participate in the *Every 15 Minutes* program.

---

*Son/Daughter Name (Please Print)*

---

*Son/Daughter Signature*

---

*Date*



### Permission Slip (continued)

**My son/daughter is covered by:**

Insurance Plan: \_\_\_\_\_ Plan #: \_\_\_\_\_

Family Physician: \_\_\_\_\_ Physician's Phone #: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

Mother's Work #: \_\_\_\_\_ Father's Work #: \_\_\_\_\_

Mother's Cell Phone #: \_\_\_\_\_ Father's Cell Phone #: \_\_\_\_\_

In case of emergency, and I cannot be reached, please contact:

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

### Health Information

My son/daughter has:

Special medical conditions	No	Yes
Allergies	No	Yes
Special medication	No	Yes
Special dietary requirements	No	Yes

In case of accident or other emergency, if parent or guardian cannot be reached, I authorize a representative from (*name of high school*) or the (*name of law enforcement agency*) to make such arrangements as he/she considers necessary for my child to receive medical or hospital care, including transportation. I further authorize the physician named above to undertake such care and treatment of my child as he/she considers necessary. I authorize medical and/or hospital care and treatment to be performed by any licensed physician or surgeon.

Print Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Media Release

(TO BE COMPLETED BY PARENT OR GUARDIAN)

I, \_\_\_\_\_, understand all aspects of the *Every 15 Minutes* program may be recorded, by audio and visual means, and may be used to promote future programs.

Furthermore, I understand the media will be invited to view the event and may attempt to interview program participants.

I am willing to provide my name and telephone number to be contacted by the media regarding my involvement in the *Every 15 Minutes* program.

I hereby release and discharge persons representing the *Every 15 Minutes* program from any liability arising out of or in connection with the making, processing, reproduction or exhibition of video tapes or photographs promoting the *Every 15 Minutes* program.

Parent/Guardian of: \_\_\_\_\_

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Mock Death Notification

(TO BE COMPLETED BY PARENT OR GUARDIAN)

I, \_\_\_\_\_, agree to receive a mock death notification for my son/daughter as part of the *Every 15 Minutes* program. I understand that a law enforcement officer and a chaplain (or counselor) shall deliver the notification to my home or my place of employment (if both parents wish to receive the notification, please make arrangements to be at the same location.) I understand I will receive a reminder call on the evening prior to the program.

Student Name:	_____		
Parent(s)/Guardian(s) Name:	_____		
Home Address:	_____		
Home Phone: #	_____	Work Phone: #	_____
Place of Employment:	_____		
Work Address:	_____		
Work Schedule:	_____		

**Please circle one.**

I (We) wish to be notified at:          Home          Work

Between the hours of:          8:00 a.m. - 12:00 noon          12:00 noon - 5:00 p. m.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





## Obituary Information

(TO BE COMPLETED BY PARENT OR GUARDIAN)

**Instructions:** This information will be used for your child's mock obituary.  
**Please be as detailed as possible. Please print.**

Student's Full Name: \_\_\_\_\_

Nicknames: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Full Names of Parent(s) or Guardian(s): \_\_\_\_\_

Sister(s)/Brother(s) Names: \_\_\_\_\_

\_\_\_\_\_

Maternal Grandparents: \_\_\_\_\_

Paternal Grandparents: \_\_\_\_\_

Names of Close Friends: \_\_\_\_\_

Sports: \_\_\_\_\_

Clubs/Activities: \_\_\_\_\_

Hobbies: \_\_\_\_\_

\_\_\_\_\_

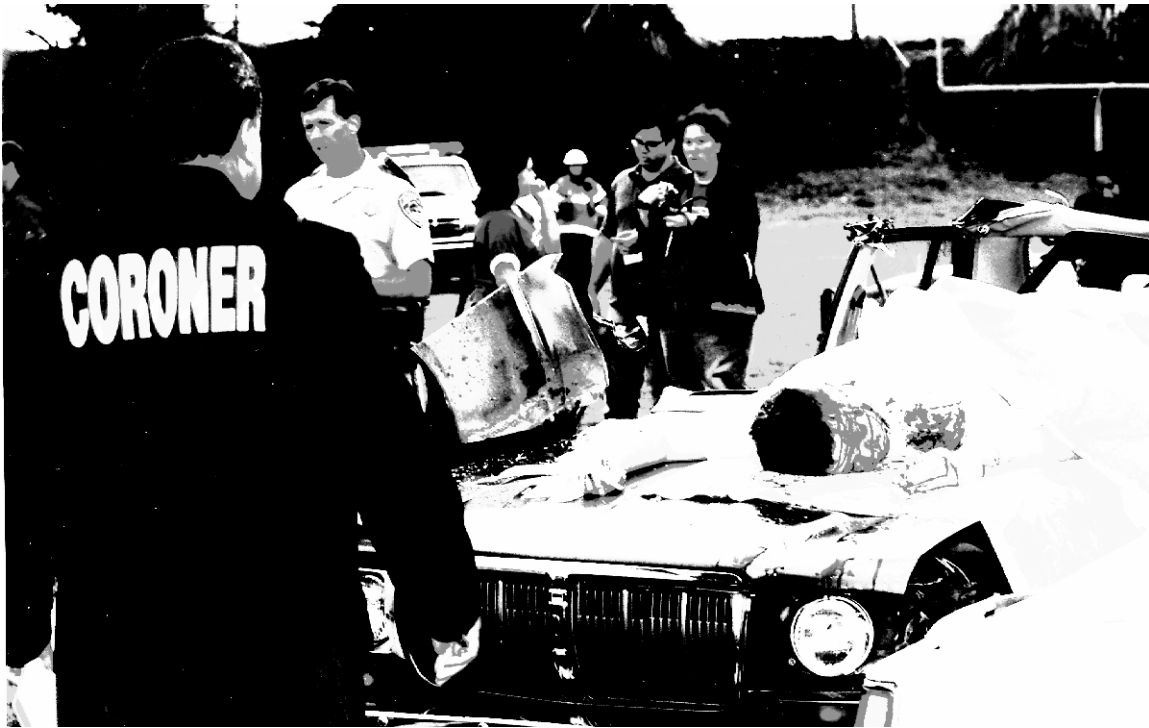
Future Plans: \_\_\_\_\_

\_\_\_\_\_

Religion & Church: \_\_\_\_\_

Best Personality Traits: \_\_\_\_\_

\_\_\_\_\_



## **Section VI**

# **Retreat—When Reality Sets In**

## Section VI

# Retreat - When Reality Sets In

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## Retreat Timelines/Hints

*The retreat is typically the turning point of the program. During the day, the students are filled with adrenaline and full of excitement. At the retreat, the focus is shifted. The tone for the program is set as students participate in trust activities. Speakers share stories of alcohol-related tragedies and remind students to recognize the seriousness of poor choices.*

## Develop a Timeline for the Retreat

Include:

- Arrival and check-in
- Room assignments and rules
- Rules of respect
- Purpose of retreat
- Tour of facilities
- Clean-up and settle in
- Plan activities for both indoor/outdoor
  - ⇒ Scavenger Hunt\*
  - ⇒ Relay Race
  - ⇒ Trust Walk
  - ⇒ Human Seat
  - ⇒ Human Knot
  - ⇒ Human Machine
  - ⇒ Trust Game
  - ⇒ Extended Name Tag
  - ⇒ People Hunt
  - ⇒ Ping Pong Relay
  - ⇒ Strike A Pose
  - ⇒ Clothespin Mania
- Dinner
- Introduction
- Speakers - minimum of 2; no more than 3  
(local MADD chapter is an excellent resource)
- Breaks/snacks
- Visualization exercise
- Letter writing
- Closing the retreat
  - ⇒ Pledge wall
- Candle passing
- Lights out

---

\* Instructions not provided in this section.



## **Retreat Timelines/Hints**

### **Helpful Hints**

- The timeline of the retreat is flexible depending on your schedule. However, there are a number of very important aspects of the retreat that should not be overlooked.
- Getting people, especially teens, to open up can sometimes be a difficult task, particularly when they are in a room full of strangers. Interactive games between chaperones and students help break the ice and reduce some of the tension and/or anxiety brought on by the events of the day.
- Initiate the activities by discussing the rules of respect and explain that everything and anything said or done during the retreat will be private. Typically, the students will open up once they are assured that their actions, opinions, and/or displays of emotion will remain a secret.
- Limit the time each person speaks to between 15 to 20 minutes. Students are easily distracted. Allow plenty of breaks for stretching and snacks.
- One very popular component of the retreat has been the slide show. Have someone take still photographs of the first day; have them developed into slides and prepare a slide show, set to music, for the retreat participants.
- The slide show gives all of the students the opportunity to see some of the events they may have missed during the day. Use that time to have the DUI driver or one of the crash victims explain what it felt like to walk in their shoes for the day.
- Make sure the retreat facility has enough showers, electrical outlets for hairdryers, and sleeping room to accommodate approximately 40 people.
- Recommendation: Provide one (1) adult chaperone for every two (2) or three (3) students.

### **Equipment/Materials Checklist**

- ☐ Food (dinner, drinks, and snacks)
- ☐ Paper for letter writing
- ☐ Envelopes
- ☐ Pens/pencils
- ☐ Tissue
- ☐ Slide projector/screen/slides/extension cord





## Student Retreat Reminder

**To the Student:** You will be staying overnight at \_\_\_\_\_.

Please remember to bring the following items with you. You will need to bring the following items to room \_\_\_\_\_ by \_\_\_\_\_ a.m. on \_\_\_\_\_.

**Items to bring:**

- Appropriate clothes and shoes for school assembly
- Work-out clothes/tennis shoes
- Swim suit
- Towel
- Sweatshirt or jacket
- Pajamas
- Sleeping bag and pillow
- Pre-arranged homework assignments

**Personal items:**

- Shampoo/conditioner
- Toothbrush/toothpaste
- Comb/brush
- Soap
- Hair dryer/curling iron
- Deodorant
- Make-up
- Medication

**Do not bring:**

- **Pagers**
- **Cell Phones**
- **Radio/cassette players**
- **Alcohol, drugs, or weapons**

**Remember:**

You will not be allowed to contact friends or family members unless there is an extreme emergency.

I, \_\_\_\_\_, understand if my behavior and/or actions become unacceptable, I will be sent home and not allowed to participate.

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)



## **Chaperone Instructions**

**Chaperones are expected to interact with the students by:**

- Participating in team building games.
- Assist with the set-up and clean-up for meals.
- Assist students with letter writing.
- Assist in student wake-up and staying on schedule such as showers, packing, clean-up, breakfast, and transportation.
- Enforce rules of conduct.
- Watch over minimum of two (2) students maximum of three (3).

**All chaperones will need to bring the following items:**

- Towel
- Sweatshirt or jacket
- Pajamas
- Sleeping bag and pillow

**Personal Items:**

- Shampoo/conditioner
- Toothbrush/toothpaste
- Comb/brush
- Soap
- Hair dryer/curling iron
- Deodorant
- Make-up
- Medication



## Team Building Exercises

Games	Rules	Items Needed
<b>Relay Race</b>	Each team member must run course, tag next team member. Each team is timed. *Start out on stomach	Hula hoop Basketball/cones Water balloons/spoon/cones Sing/act little teapot Run and tag partner
<b>Trust Walk</b>	Teams must work together to get person from one end of course to the other. One person is blindfolded, two are positive, and the rest are negative.	Blindfolds Masking tape Obstacles
<b>Human Seat</b>	Everyone in the group forms one circle, turns sideways, gets closer, and sits.	
<b>Human Knot</b>	Six to a group. Holds hands, form a knot, get out of the knot without letting go.	
<b>Human Machine</b>	Everyone stands in one long line. Each person does and continues a movement. At end of line, reverse order, line continues movement but adds sound.	



## **Trust/Team Building Exercises**

### **Trust Game**

Advise participants to sit together in the middle of the room.

#### **Helpful Hints:**

- This exercise works best in an open room.
- Invite chaperones to participate in this activity.
- Students and chaperones will need room to spread out.

#### **Rules:**

1. Only speak when told to speak (begin, switch, stop).
2. Only speak to your partner.
3. Switch speakers when told to do so.
4. Stop speaking when time is called.

**Advise the group that this is a trust exercise and everyone is expected to respect one another. Nothing said or done in the room leaves the room.**

Ask the participants to stand if they understand and can abide by the rules of respect.

Ask them to make eye contact with someone in the room, walk over to that person, sit down, and face one another.

Advise the group you are going to ask a question and each person will have 30 seconds to answer the question. They are to speak only to their partner.

When you ask them to switch partners, remind them not to pair up with someone they have already talked with.

#### **Questions:**

Tell your partner about a time when:

1. You were very sad.
2. You broke a confidence.
3. You were very happy.
4. You lied to someone.
5. Someone/thing you loved died.
6. You made a bad choice.
7. You made a promise you could not keep.
8. You made someone smile.



## **Trust/Team Building Exercises (Continued)**

### **Extended Name Tag**

For this game, you will need the following item(s):

- A copy of the Extended Name Tag for each player.
  - Pens and/or pencils.
1. Prior to handing out name tags, the retreat coordinator will take a stack of blank cards and write a name of a different animal on every two cards, for example, a dog, cat, monkey, etc.
  2. The coordinator should give the students the following instructions:
    - a. Look at the animal on your card, and then put the card away.
    - b. When given the signal, you are to make the sound of the animal you are assigned.
    - c. Attempt to find the other player making the same animal sound. This player will be your partner.
  3. Each student is given an Extended Name Tag with the question box facing down. They are told not to turn the card over until given the signal to do so.
  4. Players have ten minutes to interview each other (five minutes per partner) by asking them the questions listed on the Extended Name Tag.
  5. After time is up, each player introduces their partner to the group by reading their partner's answers from the Extended Name Tag.
  6. Chaperones are encouraged to play.



### Extended Name Tag

Full Name: \_\_\_\_\_

Nick Name: \_\_\_\_\_

Three Words That Describe You

\_\_\_\_\_  
\_\_\_\_\_

Where Would You Like to Live

\_\_\_\_\_

What Career You Would Want

\_\_\_\_\_

Hobbies

\_\_\_\_\_

Favorite Movie: \_\_\_\_\_

Favorite Actor: \_\_\_\_\_

Favorite Actress: \_\_\_\_\_

Favorite Food: \_\_\_\_\_

\_\_\_\_\_

Most Important Person in Your Life

\_\_\_\_\_

Someone Who Died That Meant a Lot to You

\_\_\_\_\_

How You Felt When They Died

\_\_\_\_\_





## **Trust/Team Building Exercises (Continued)**

### **People Hunt**

For this game, you will need the following item(s):

- List of all students and chaperones participating at the retreat
  - A People Hunt worksheet listing interesting facts with blanks next to them
  - Pens and/or pencils
1. Prior to the retreat, contact each student and chaperone that will be staying at the retreat that evening. Ask each person to give you an interesting fact about himself or herself. They must not tell anyone the interesting fact they have given you.
  2. Create a People Hunt worksheet listing the interesting facts with blanks next to them.
  3. Make copies of the worksheet and hand them out to all chaperones and students.
  4. Players must go from person to person, asking them questions about themselves and try to figure out which interesting fact belongs to that particular person.

This game is a real ice breaker at the retreat. Remember, players may not show the sheets to other players and/or ask them directly what their interesting fact is. You must be a real investigator to get the facts!



## **Trust/Team Building Exercises (Continued)**

### **Ping Pong Relay**

For this game, you will need the following item(s):

- Four (4) ping pong balls
  - Party rollers (The kind that extend when you blow into them)
  - You will need one for every participant
  - Two (2) 10ft strings of either yarn, thread or masking tape
  - A whistle
1. Place a 10ft string marker at each end of the room, allowing approximately 4ft between the wall and the marker.
  2. You will need four teams. Have each participant sound off with a number beginning with number 1 and ending with number 4. When each participant has a number, have them group with their teammates.
  3. Divide each team in half. One half will be on one side of the room, while the other occupies the other half of the room.
  4. Each teammate needs to, in a single line, get down on their hands and knees. When the whistle is given, the first teammate behind the line, has to move the ping pong ball to the next teammate using only the party roller. This teammate passes the ping pong ball onto the next teammate, and so on...
  5. The first team to cross the far line is the winner.



## Trust/Team Building Exercises (Continued)

The poses are:



How to Play:

### Strike a Pose

For this game, you will need the following item(s):

- An AM/FM radio
- Five (5) judges
- A chair or small step ladder
- A narrator

**London Bridge:** Partners clasp hands and form a bridge.

**Turtle:** Base partner gets down on hands and knees while the other partner creates the shell by arching his/her back over the top of the base partner. See “How to Play” #2, for definition of base partner.

**Tango:** Base partner dips the other partner: The other partner holds on—leg up—as if they are being dipped.

**Lover’s Leap:** Partner jumps into the arms of the base partner.

**Rodeo:** Partner jumps on the back of the base partner while pretending to swing a lasso in the air. The base partner gallops around in a circle on two legs.

**My Captain O’ Captain:** Base partner kneels on one knee while the other partner sits on their lap. They both salute the narrator.

1. Each participant partners up with someone creating teams of two.
2. The partners face each other creating two circles (an inner circle, and an outer circle). The outer circle will be the base in the pose. The judges surround the outer circle.
3. The music starts and each circle moves to their right (moving in opposite directions).
4. When the music stops, the partners need to find each other and perform the pose shouted out by the narrator.
5. The judges help the narrator call out the poses and ultimately decide who the last team was to perform the pose. That team is eliminated from the game.
6. The remaining teams form the two circles again, and repeat the above until only one team remains. As teams are eliminated, try to keep the two circles spread out. Partners should have some obstacle to finding each other.



**Trust/Team  
Building  
Exercises  
(Continued)**

**Clothespin Mania**

For this game, you will need the following item(s):

- Five (5) clothespins for each participant
- A stopwatch
- A whistle

Every player has five clothespins in their hand. When the whistle is given, the players have three minutes to get rid of all of their clothespins by clipping them onto other players' clothing, hair, etc. Here's the catch...the other players are trying to get rid of theirs, as well. You have to be quick, or you may end up with three times as many clothespins than you started with. This is a fast-paced game with some running and chasing involved.



## **Preparation for Letter Writing**

### **Visualization**

This is a great exercise to get the student participants in the proper mind frame for the letter writing exercise.

To set the tone for this exercise, we recommend you do the following:

- Have the students spread out and get comfortable.
- Dim the lights.
- Play soft music in the background.

To begin, the facilitator should verbally walk the students through the exercise, as follows:

- Take a deep breath in through your nose, and blow it out through your mouth. (Repeat this twice.)
- Think of the “thing” in your life that is most important to you. This “thing” may be a person, object, or future goal. Focus on that “thing” and clear your mind of every other thought. (Give them a minute or two to focus on their “thing.”)
- Now, picture yourself driving home from a friend’s house.
- You can be in any car you want, just imagine yourself driving down the street. (Hint: Pick frequently traveled streets and incorporate the names to add realism.)
- You are listening to a great song, grooving’ to the beat, as you drive down the street. You’re thinking about that one “thing” and how important it is to you.
- You enter the intersection, because you have the green light.
- In that moment, you hear a loud screech and look up to see a pair of headlights coming at you.
- In an instant, your world is turned upside down. You feel yourself being thrown around in the vehicle. You feel sharp pains throughout your body, and can’t hold on to anything.





## **Preparation for Letter Writing (continued)**

- All at once everything stops, and there is no noise, and no movement. You want to scream and cry out for help, but you find you can barely breath. You realize the simple act of breathing takes all of your effort.
- You can hear a crowd start to gather. Again, you try to call for help; try to get out of the car, all to no avail. You hear someone in the crowd yell, "Someone get an ambulance, " and you think "finally, someone is going to help me."
- You hear sirens, and you hear people in the crowd sobbing. You wonder why no one is helping you. You want to scream, "Hey, help me, I'm over here," but still you can barely breath.
- Minutes pass, although it seems like hours, and someone finally comes to help you. You barely remember the ride to the hospital. You just keep thinking about that one "thing" and how far out of your reach it seems.
- You hear doctors describing your injuries and you want to scream, "Just let me up and I'll be fine, I just need to go home...why won't you listen to me...let me up." But no one hears you because the words won't come out of your mouth.
- You hear them pronounce the death of someone who was in a drunk driving crash and you think to yourself, "Wow, I'm glad that's not me." Again you try to yell, "Hey people, let me up, I want to go home, I want to see my mom and dad." But no sound comes from your mouth.
- You hear your mom's voice, wait, why is she crying? Don't cry Mom, I'm O.K. I'm glad you're here, will you take me home?
- Wait...is that my dad? Why is he sobbing? Hey, what's going on? Why won't you guys get me out of here?
- In that moment, you realize the doctor was talking about you. You realize your parents are sobbing because you have died. You try with all your might to scream, "Hey, I'm alright, I'm not hurt, I didn't die." Still nothing.
- You hear your mom discuss your outfit for the funeral, and you think, "Oh no, don't make me wear that...I hate that."





## **Preparation for Letter Writing (continued)**

- You are at your own funeral now. You hear people crying and saying things about you that they never said to you. You wish you could stand up and shout, "Stop this craziness, I'm O.K." But you can't.
- And you realize that in an instant, without any notice, your life ended. You never go to do or see the one "thing." You didn't get a good-bye hug from someone you love. All because someone made one bad choice.
- Take a deep breath in through your nose, and blow it out through your mouth. Focus on that one "thing" again. Realize how quickly that was taken from you.
- This program and the reason you are here, is not only about drinking and driving, but choices in general. Any choice you make (drinking, drugs, cutting class, lying to someone you love, being somewhere that you shouldn't be) can end in tragedy.
- Tonight you have been given a second chance. Think before you make split second decisions. This second chance is our gift to you.
- Take a deep breath in through your nose, and blow it out through your mouth. Slowly open your eyes.

*Letter writing should be the next activity.*



## Sample Letter to Parents

*Dear Mom and Dad,*

*Every fifteen minutes, someone is killed or seriously injured in a alcohol-related traffic incident. Today I died...*

*I couldn't believe it as it was happening. I couldn't believe that I couldn't make everything all right. But most of all, I can't believe I was responsible for not only my death, but my sister's too. I tried to help her, but I just couldn't move.*

*You both must hate me right now. I don't know what I was thinking. But we were with my friends, and everyone was drinking.*

*Samantha told me I shouldn't drive, but I thought I was fine. I watched her die before my eyes, and knew that the fault was mine.*

*I will be given a second chance now, and Sammie will too. I promise to take better care of her, as a big brother should do.*

*I will never get into a car if I have been drinking, now that I see the pain it could cause. I never want both of you to feel that kind of loss.*

*I'm sorry for all of the mistakes I have made. Mom, Dad, Sammie, I love you all so very much.*

*Love your son,*

*Jeff*



## Sample Letter to Parents

*Dear Mom and Dad,*

*Every fifteen minutes, someone is killed or seriously injured in a alcohol-related traffic incident. Today I died...and I never got the chance to say good-bye.*

*I wish I would have told you that I loved you before I left the house this morning. I wish I would have hugged my brother too. I took for granted I would live a long happy life, and now, because of one stupid choice, I no longer have a life.*

*As I was lying there dying, I heard someone scream, "there's been a terrible accident." How can they say that...it was no accident. I knew when I got into the car that I shouldn't be driving, and I knew at my age, I shouldn't have been drinking. But I always thought I was invincible. I am dead because I made a stupid decision to get into a car and drive away, even though I was drunk.*

*I know you are angry. You did your best to teach me to make good decisions. I should have realized before I picked up that first beer, that my actions could change my life, and yours, forever. I am sorry for all the pain I have caused you. I wish I could take it all back.*

*I love you all very much. Please don't be angry with me.*

*Love Always,*

*Rebecca*



**Dear** \_\_\_\_\_

**Every 15 minutes someone in the United States dies or is seriously injured in an alcohol-related incident. Today I died.**

[illegible]



Dear \_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]





## Closing the Retreat

### Pledge Wall

Provide large sheets of paper and colorful pens. Encourage students to express their feelings in writing and/or make a promise or pledge.

### Candle Passing

A major concern for the counselors and chaplains volunteering for the *Every 15 Minutes* Program is the student's ability to conceal emotion. There is fear that the student may not express his or her feelings during the program, trying to uphold the "cool" attitude, breaking down weeks later without the support of counselors. The candle passing was created to allow these students to reveal their feelings and fears with other living dead students and chaperones without becoming intimidated.

For this event, you will need:

1. A candle with a candle holder to catch dripping wax
2. A dark room
3. Tissue

All lights are turned off and a single candle is lit. The candle is passed from person to person. Each person reveals how the program has affected them today, how it felt to hear their obituary for the very first time, or how their life was affected by a drunk driver or alcohol. Students and chaperones open their emotions because they feel the security of the darkness. After everyone in the room has spoken, the candle is blown out. The lights remain turned off for about three minutes, allowing the participants to wipe their eyes, and console their fellow retreat members. When the lights are turned back on, everyone looks happy and relieved. The first day is just about over. They are prepared to write their letters to their loved ones knowing that they will be reunited with their families once again.



## **Parent Retreat**

The parent retreat was developed to give parents of the living dead students and crash victims an opportunity to talk about their experience with others. During the group discussion, a chaplain and/or counselor offer consoling words and explanations for the emotions they are feeling during the hour long session. Towards the end of the retreat, parents close by writing a letter to their student addressing how it felt to lose their child today.

For the Parent Retreat, you will need:

1. A chaplain and/or counselor to oversee the retreat
2. A large classroom centrally located on campus
3. Chairs or desks set up in a large circle
4. Tissue
5. Lined paper
6. Pens and/or pencils
7. Refreshments



## **Section VII**

# **Assembly— Keeping Their Attention**

Section VII

# **Assembly - Keeping Their Attention**

Assembly Timelines/Hints VII-1

Poems VII-3

Sample Program VII-8

Sample Diagrams for Assembly VII-10



## **Assembly Timelines/Hints**

### **Develop Time Line for Assembly**

Include:

- Enter Living Dead to music  
⇒ Living Dead carry in flowers, candles, casket, etc.
- Video
- Student speaker  
⇒ Minimum of two, no more than three
- Guest speakers  
⇒ Minimum of one, no more than two
- Final speaker
- Dismissal of students
- Reception for participating students and parents  
⇒ Exchange of letters  
⇒ Debriefing
- Thank you to all sponsors, participants, and volunteers

### **Helpful Hints**

- Determine and schedule equipment necessary for assembly
- Test all equipment prior to assembly
- Determine and arrange seating for students, parents, and volunteers



## **Assembly Timelines/Hints (continued)**

### **Equipment/Materials Checklist**

- ☐ Video screen
- ☐ TV/VCR
- ☐ Video of previous days events
- ☐ Podium and microphone (check audio quality ahead of time)
- ☐ Audio mixer
- ☐ Chairs
- ☐ Tables for reception following assembly
- ☐ Casket
- ☐ Flowers, candles, music (optional)
- ☐ Posters or banners
- ☐ Obituaries and tombstones (optional)





## Poems

### Every 15 Minutes

Every 15 Minutes someone in the United States dies in an alcohol-related traffic collision, today I died...

I can't believe I didn't have a chance to say good-bye.

I will never again see the light of day!

Why was I the one to pay?

I wasn't drunk and I hadn't been drinking,

But the guy driving wasn't thinking.

My friends sweet faces I'll never see

and now they have to say good-bye to me.

My family's tender love will I never again feel.

My hopes and dreams he had to steal.

My life is over... I don't get another.

The sad thing is, the one who killed me was my brother.

*Author Unknown*



**Poems  
(continued)**

**Death of Innocence**

I went to a party mom, I remembered what you said.  
You told me not to drink, mom,  
So I drank soda instead.  
I really felt proud inside, mom,  
the way you said I would.  
I didn't drink and drive, mom,  
even though the others said I should.

I know I did the right thing, mom,  
I know you're always right.  
Now the party is finally ending, mom,  
As everyone drives out of sight.  
As I got into my car, mom,  
I know I'd get home in one piece.  
Because of the way you raised me, mom,  
So responsible and sweet.

I started to drive away, mom,  
But as I pulled onto the road,  
The other car didn't see me, mom,  
And hit me like a load.  
As I lie here on the pavement, mom,  
I hear the policeman say,  
The other guy is drunk, mom, and  
Now I'm the one who'll pay.

I'm lying here dying, mom, I wish you'd get here soon,  
How come this happened to me, mom?  
My life burst like a balloon.  
There is blood all around me, mom,  
Most of it is mine.  
I hear the paramedics say, mom,  
I'll be dead in a short time.



## Poems (continued)

### Death of Innocence (continued)

I just wanted to tell you mom, I swear I didn't drink.  
It was the others, mom, the others didn't think.  
He didn't know where he was going, mom, he was at the  
same party as I,  
The only difference is, mom, he drank, and I will die.

Why do people drink, mom? It can ruin your whole life.  
I'm feeling sharp pains now, mom,  
Pains just like a knife.  
The guy who hit me is walking, mom,  
And I don't think it's fair.  
I'm lying here dying, mom, and all he can do is stare.

Tell my brother not to cry, mom,  
Tell daddy to be brave.  
And when I get to heaven, mom,  
write "Daddy's Girl" on my grave.  
Someone should've told him, mom,  
Not to drink and drive.  
If only they'd have taken the time, mom,  
I would still be alive.

My breath is getting shorter, mom,  
I'm becoming very scared.  
Please don't cry for me, mom,  
because when I needed you, you were always there.

I have one last question, mom, before I say good-bye.  
I didn't ever drink, mom, so why am I the one to die?  
This is the end, mom, I wish I could look you in the eye,  
To say these final words, mom,  
I love you... and good-bye.

*Author Unknown*



## Poems (continued)

### The Quietest Room in Town

They have been expecting you.  
They knew eventually you'd show up.  
It won't be possible for you to know what is happening,  
so I'm going to take the liberty of filling you in.

The beginning for you will be when you stagger to your  
car.

The beginning for them will be when the bulletin  
goes out on the police radio reporting the location of a  
serious crash with instruction to "proceed at once."

You won't hear the sirens.  
The ambulance and police car will arrive together.  
They will check you over and pronounce you dead.

A few curious motorists who heard the crash,  
will stop their cars and walk back to look at your broken,  
bloody body. Some of them will get sick.

The ambulance will roll out a leather covered stretcher.  
The attendant will stuff your  
hands under your belt and grab you under the arms.  
The driver will take hold of your legs.  
You will be placed on the stretcher and covered with a  
blanket.

They will drive you to the coroner's office,  
where a deputy coroner will wheel you over to a big scale.  
He will remove the blanket, shake his head  
and say, "Another one."

Your clothes will be cut off with scissors. You will be  
weighed and measured.  
The deputy coroner will make a record of your injuries,  
cover you up again and wheel you to a small  
room with white walls.



## Poems (continued)

### The Quietest Room in Town (continued)

There are hoses in that room.  
Traffic victims are almost always a bloody mess.

You will be cleaned up (as much as possible)  
and moved to a long hall with several stretchers  
lined up against its pale green walls.  
In that hall there are 41 crypts.

If it has been a slow evening, you will have a crypt all to  
yourself.

But if it's Christmas, New Year's or Memorial Day  
Weekend,  
you may have a lot of company.

They will go away and leave you there  
in the quietest room in town.

In an hour or so, they will come back and move you again.  
You will be placed behind a large glass window so your  
wife or your husband or your parents or a friend can  
identify you.

You won't see the agony and pain in their eyes, and it's  
just as well.

Nor will you hear the screams and sobbing when they  
lower the sheet and ask, "Is this your husband...wife...  
son... daughter... brother... sister... friend?"

As I was saying, they are waiting for you - the police,  
the ambulance crews, the coroners at the morgue and the  
morticians.

They are expecting you.

Remember this when you toss that first drink and climb  
behind the steering wheel.

*Bill Kiley, Los Angeles Mirror-News 1955*



WE WOULD LIKE TO THANK THE FOLLOWING  
SPONSORS FOR THEIR SUPPORT OF THE  
"EVERY 15 MINUTES" PROGRAM

**CALIFORNIA HIGHWAY PATROL  
CALIFORNIA OFFICE OF TRAFFIC SAFETY**

*List all agencies who participated in the event; i.e., local city and county law enforcement, local fire department, community hospital, emergency medical responders, coroner/funeral home.*

*List all local businesses and organizations which participated in or contributed funds/goods for the program; i.e. tow company, video company, school district, city council members/county supervisors, community groups (Rotary/Kiwanas, Club, etc.), parent/booster club members, restaurants, bakery, florist, hardware store, etc.*



**Sample Program**

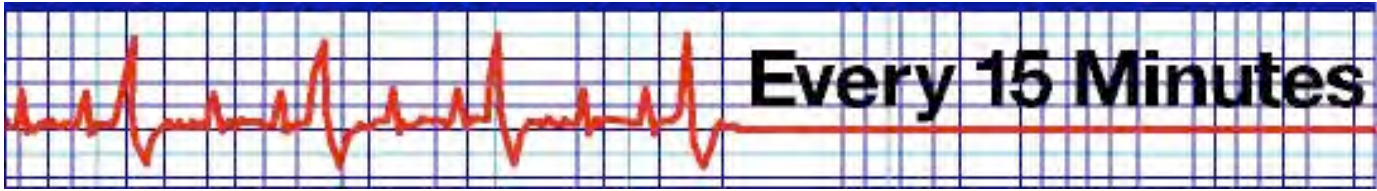


**Every 15 Minutes**

...someone in the United States dies or is seriously injured  
in an alcohol-related incident.

**EL DORADO HIGH SCHOOL  
APRIL 19, 2002**





**SEQUENCE OF EVENTS**

**WELCOME**

**ENTRANCE OF THE "LIVING DEAD"**  
(LIST THE NAMES OF THE STUDENT PARTICIPANTS)

**VIDEO PRESENTATION**

**INTRODUCTION OF  
STUDENT AND PARENT SPEAKERS**

**LETTERS BY STUDENTS**

**LETTERS BY PARENTS**

**READING OF POEM**  
(INCLUDE TITLE)

**SONG**  
(INCLUDE TITLE)

**GUEST SPEAKER**  
(INCLUDE NAME)

**CLOSING REMARKS**

**SONG**  
(INCLUDE TITLE)

*Close by the door he pauses to stand as he slips*

*his class ring off of her hand*

*All of those who watch do not care to speak*

*as a single tear rolls down his cheek.*

*All through his mind memories ran*

*of all the fun times they once had.*

*He kissed her cheek and wanted to die!*

*As the wind began to blow*

*they lowered her casket down below.*

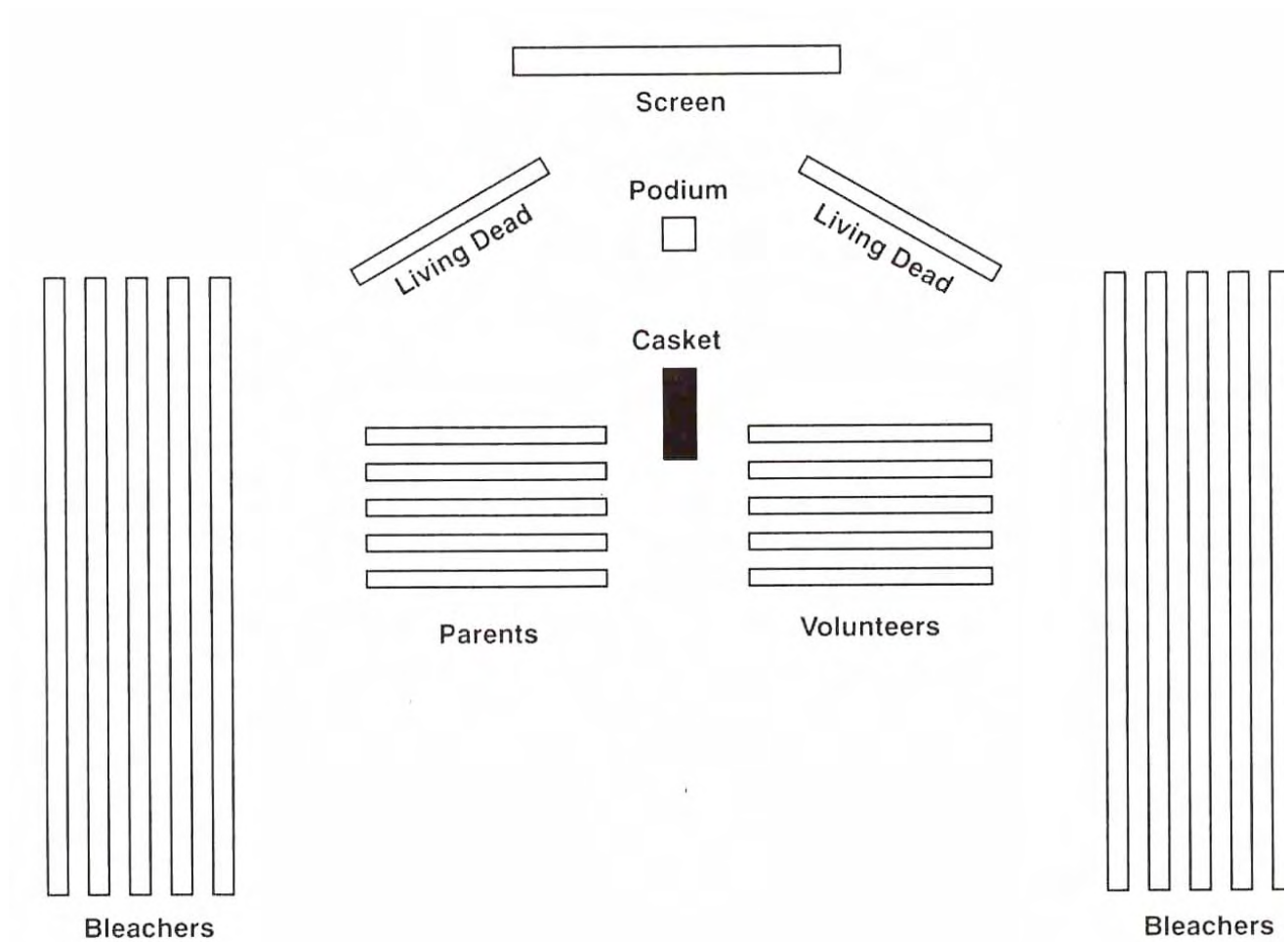
*This is what happens to many alive*

*when friends let friends drink and drive!!!*

Author unknown

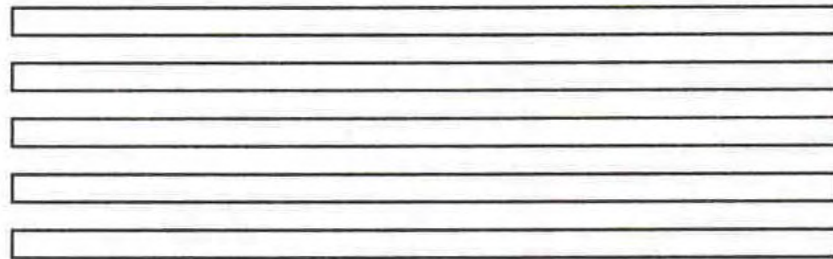


## Sample Diagrams for Assembly

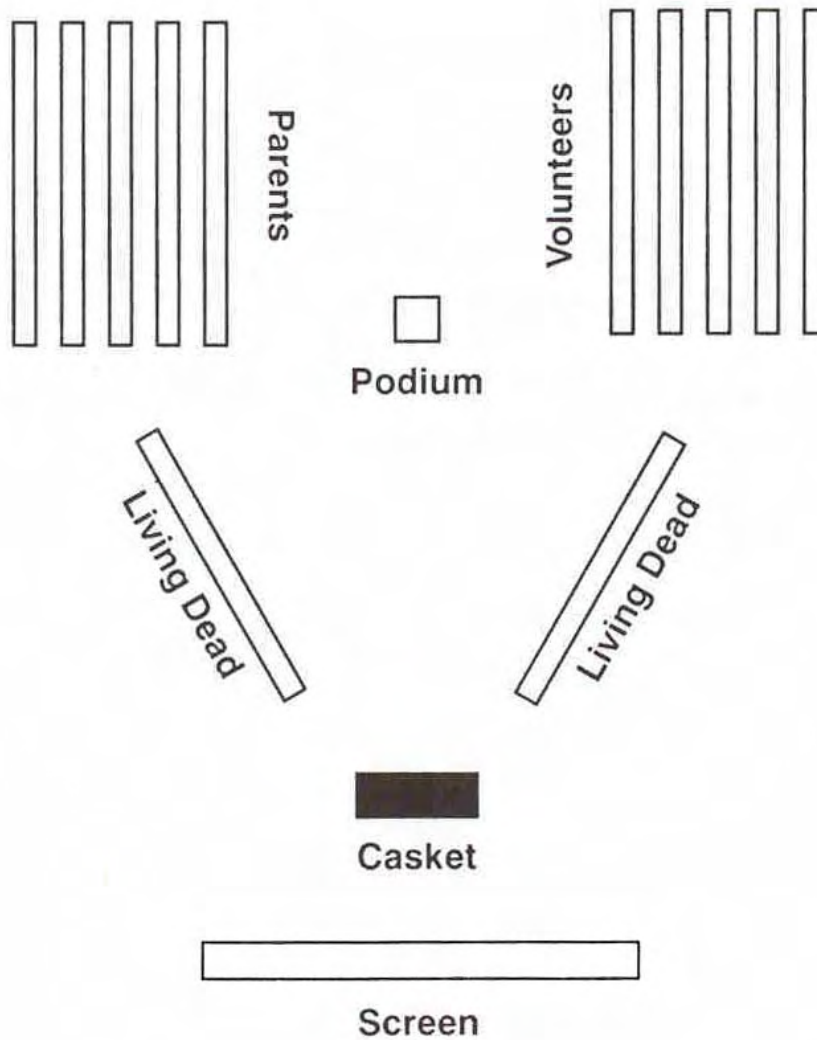




Sample Diagrams for Assembly (continued)

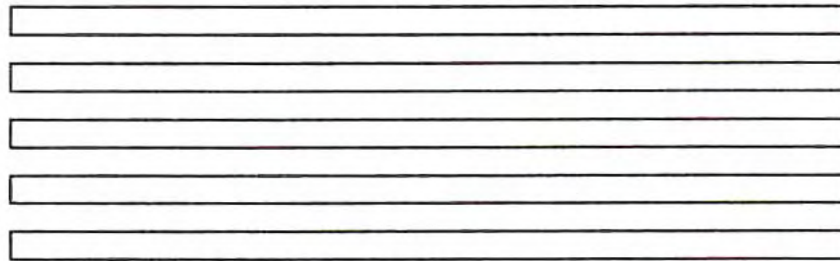


Bleachers

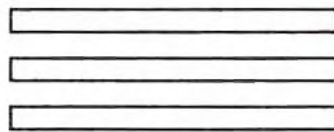




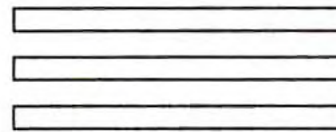
**Sample Diagrams for Assembly (continued)**



Bleachers



Parents



Parents

